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ABSTRACT

These materials were developed by the South Carolina Department of Education for use in a public relations (PR) workshop for foreign language teachers. They deal with a grassroots PR campaign in terms of program planning to bridge the gap from present actuality to future possibilities. They also treat the means by which these efforts may be directed toward specific audiences, both within the educational system and outside it. The sections on planning a PR program and the means to implement it are presented by way of short discussions and definitions taken from advertising and communication science; activity sheets; excerpts from newspaper and journal articles; lists of suggestions from various sources: samples of questionnaires, cover letters, student activities, and attitude surveys; and finally a PR self-awareness test. Most pages are illustrated with pen-and-ink drawings. All the activities in the workbook are organized around what is called the "seven pillars" of a PR program, namely, product, publics, purpose, professionalism, persuasion, pervasiveness, and participation. (AMH)

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LANGUAGE IN THE MARKETPLACE

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In their final report of recommendations to the President, the members of the President's Commission on Foreign Language and International Studies expressed an urgent need: to inform the American public of the role that other languages and cultures play in their lives. Consequently, the Commission has charged the national professional societies engaged in the teaching of foreign languages with mounting a vigorous campaign to educate the nation to the critical necessity of the knowledge of other languages and customs.

The materials contained herein deal with the grassroots public relations campaign, first in terms of program planning to bridge the gap from where we are to where we want to be; and secondly, the means by which these efforts may be directed toward specific audiences, both internally (within the educational system) and externally (to outside publics). They are based on the premise that effective public relations begins at home.

Language in the Marketplace was designed for use in a public relations workshop for foreign language teachers conducted during the summer of 1980 by the South Carolina Department of Education. It is hoped that these materials will be of use to all foreign language teachers undertaking the task of winning public acceptance for foreign language education

Vicki Galloway
State Consultant
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Why PR?

BECAUSE. . .

- We are still experiencing a 50% attrition rate between Levels I and II of high school language study.
- In South Carolina, only 10% of the total school population is enrolled in foreign language (17% national level).
- Ninety percent of all colleges and universities have no language requirement for admission.
- In a survey of secondary school superintendents, 50% of those surveyed believed the lack of foreign language skills was <u>not</u> detrimental to the national interest.
- One high school superintendent comments, "Foreign language can be mastered in ninety days of intensive instruction--why should it be required in elementary, high school, or college?"
- It is the general feeling that language skills can be purchased as needed.
- There are more English teachers in Moscow than there are students of Russian in all U.S. colleges and universities.
- Only 8% of Americans have studied language long enough (four or more years) to be able to use it.
- In 1976, only 4% of college graduates had had two years of foreign language studies.
- In a survey of school administrators, over 90% had studied language in high school but only 40% chose to continue at the college level.
- Except for the U.S. and Great Britain, <u>all</u> other nations make foreign language a required subject (sometimes for as many as 10 years). Other countries consider a secondary education incomplete without the study of at least one foreign language for a number of years. In many countries, more than one foreign language is required. All give language instruction a major position in the curriculum.
- Nine out of 10 Americans cannot speak, read or effectively understand any language but English.

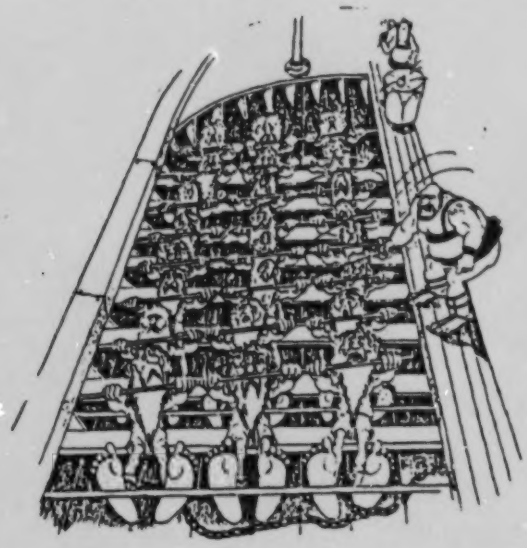
Assessing Our Image

STEP 1: LEARNING TO SEE OURSELVES AS OTHERS SEE US

"VOULEZ-VOUS A GLASS OF WINE?"

FOREIGN LANGUAGE FOR THE INTELLECTUAL AND CULTURED ELITE?

THE GRAMMAR GALLEY



THE DRUDGERY OF DRILL?

Nobody Knows the Trouble I've Seen...

OUR THEME SONG?

WHAT IS PR?

It has been said that the language of Public Relations resembles the language of war: armed with information, we launch a campaign and wage strategies directed toward target publics.

PR is a continuous, permanent and progressive system of planning which seeks and creates opportunities for effecting change. It includes an analysis of where we are, specific projections as to where we are going, and early planning of strategies aimed toward identified publics to determine how we are going to get there. Public Relations is distinguished from Publicity in that it is planned, purposeful and directional. Its activities go beyond the awareness level of the masses to reach selected audiences and change attitudes, behavior, or policy.

Public Relations is:

DOING GOOD AND GETTING CREDIT FOR IT

The following chapters will outline 7 steps toward effecting healthy public relations and marketing the foreign language program.

The Seven Pillars of Planning

PRODUCT Is yours a flexible foreign language program which can grow to meet changing needs? Is it marketable? Are your claims honest?

PUBLICS Have you conducted an investigation to identify and study a variety of target audiences? Are you aware of the concerns and needs of your publics?

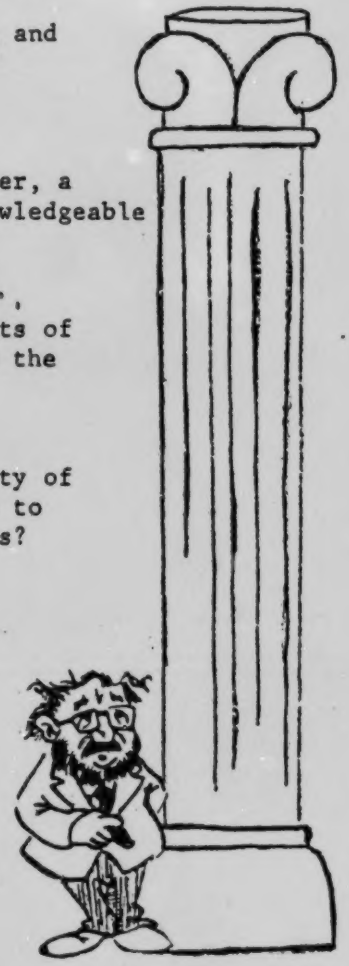
PURPOSE Is your mission clear? Have immediate and long-term objectives been established?

PROFESSIONALISM Are you, the teacher, a well-informed, knowledgeable salesperson?

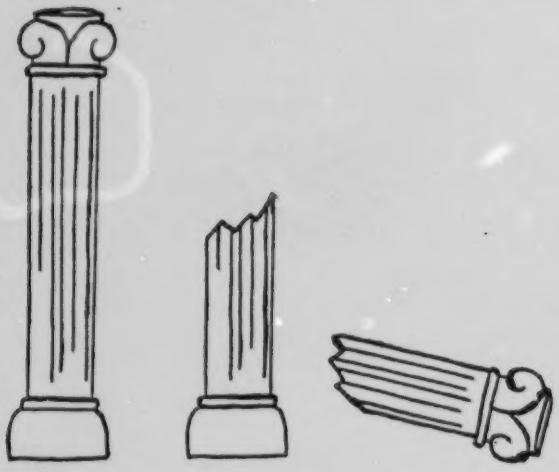
PERSUASION Are you able to match the benefits of your foreign language product to the needs of the publics?

PERVASIVENESS Have you utilized a variety of properly-timed strategies to accomplish your objectives?

PARTICIPATION Is yours a continuous, coordinated, united effort with clearly-delineated responsibilities?



PRODUCT



An essential step in planning for productive public relations is that of the foreign language product analysis--an assessment of beliefs, policies, practices, an inventory of strengths and weaknesses, an examination of existing contradictions.

Our product must be good; our claims must be honest. Sound relationships with the public over time are compounded of performance that satisfies the public as well as communication of that satisfactory performance. It is crucial that foreign language programs meet a recognized need, solve a recognized problem, help meet an articulated goal of the buyer publics. Public relations is directed toward growth and expansion, not only in sales, but in the product itself.

MEASURABLE?
MANAGEABLE?
MOTIVATIONAL?
MEANINGFUL?
MARKETABLE?

SOME POINTS OF DEPARTURE

I. Name at least five (5) things you would especially like your students to get from your Foreign Language class this year.

a. _____

b. _____

c. _____

d. _____

e. _____

II. Of these, which can the student find fully explained, thoroughly accounted for, in the textbook?

III. Of 180 school days this year, how many will you spend without using or referring to the textbook?

IV. Please estimate the percentage of classroom time you spend on each of these Foreign Language curriculum components:

Lexical _____%
Cultural _____%
Structural _____%

V. Estimate percentage of class time spent on each of these skills:

Listening _____%
Speaking _____%
Reading _____%
Writing _____%

VII. If you had to change one thing in your field today, what would it be?

PROGRAM ASSESSMENT SHEET

I. Briefly state your philosophy regarding the role of foreign language in contemporary society.

II. Provide a brief description of your instructional program (including textbook, % of time text utilized, supplementary activities, instructional strategies, special events, innovative practices, instructional priorities).

III. Describe how your instructional practices conform to or deviate from your stated philosophy.

IV. What do you consider to be the strengths of your program?

V. What are the weaknesses of your program?

VI. Estimate your level-level enrollment for the past or coming year.

Level I
Level II % of Attrition_____
Level III % of Attrition_____
Level IV % of Attrition_____

VII. Rank in order of importance what you believe to be the reasons for student discontinuance of foreign language study.

VIII. Describe activities performed this past year to "sell" your foreign language program

Activity	Month Conducted

HOW'S YOUR FOREIGN LANGUAGE PROGRAM?

Affirmative answers to these questions indicate attempts at excellence.

Yes	No	The Program
___	___	1. Is there a defined course of action (a written curricular plan)?
___	___	2. Does curriculum include stated lexical and cultural areas?
___	___	3. Is culture, that is, the everyday life--customs, habits, and beliefs--of the target culture viewed and so presented as an integral part of the foreign language program?
___	___	4. Are stated activities in keeping with established goals?
___	___	5. Are foreign language courses open to all students?
___	___	6. Is the program tailored to meet the needs of the students involved (e.g. are the needs and interests of the non-college-bound student also considered)?
___	___	7. Is the scope of the program realistic and manageable?
___	___	8. Does the program include development at some stage of all four skills (listening, speaking, reading, writing)?
___	___	9. Are goals stated in terms of active spontaneous language use in the creation of original expression?
___	___	10. Are identified resources adequate to meet program needs?
___	___	11. Is the textbook considered just one of the many resources available (films, records, tapes, native speakers, cultural realia, activity packets, career education materials, other foreign language teachers, teachers of other disciplines, newspapers, magazines, etc.)?
___	___	12. Is there evidence of both intra- and interdepartmental communication among teachers?
___	___	13. Is a structured procedure for the evaluation of the student's speaking ability included in the overall evaluation scheme?
___	___	14. Is the student input used to assess the foreign language program?
___	___	15. Has there been a program assessment in the last two years?

Yes	No	The Classroom
___	___	1. Are a variety of techniques used?
___	___	2. Do classroom activities show proper sequence of development toward spontaneity?
___	___	3. Does class time afford students opportunities for original expression in the target language?
___	___	4. Does the classroom display attempts at recreating the target language environment?
___	___	5. Are bulletin boards fully utilized as learning vehicles?
___	___	6. Is the class size manageable (no more than 25)?
___	___	7. Is there adequate space for display of resource materials?
___	___	8. Is there evidence of some degree of individualized instruction?
___	___	9. Do the students do the majority of the speaking in the classroom?
___	___	10. Is there a great deal of meaningful student-student contact in the target language?
___	___	11. Is the target language the predominant means of communication in the classroom?
___	___	12. Does each class session contain several different activities?
___	___	13. Are the students called upon in random order?
___	___	14. Are electronic aids used in such a way that they do not monopolize class time?
___	___	15. Does the teacher move around the classroom?
___	___	16. Do all students get a chance to participate during the period?
___	___	17. Do grammar explanations occupy a minimal portion of class time?
___	___	18. Does the teacher show ease and competence in speaking the target language?
___	___	19. Does the teacher display cultural knowledge and awareness and is this communicated to the students?
___	___	20. Is the classroom arrangement the most effective one possible for accomplishing the objective at hand?
___	___	21. Do the students seem prepared and "on top of things"?
___	___	22. Is there a lively, brisk, but comfortable pace?

Yes	No	(Classroom Con't.)
___	___	23. Are there a minimal amount of textbook drills utilized during class time?
___	___	24. Is there a great amount of oral practice?
___	___	25. Do tests reflect what is being taught and the overall goals of the program?
___	___	26. Would you like to learn a foreign language in this classroom?

THE FOREIGN LANGUAGE CURRICULUM

The foreign language curriculum should provide the student each year with oral and written mastery of language objectives both lexical and structural as well as with psychomotor, cognitive and affective knowledge of the culture of the country whose language is being studied.

Level I The student should be able to:

1) pronounce with reasonable accuracy the letter sounds, including their combinations within words, and imitate basic intonation patterns

2) recognize audially those words and structures studied and reproduce them correctly in written form

3) understand audially recombinations of the material studied and respond appropriately to them in original context

4) comprehend in written form recombinations of material studied

5) use in both oral and written form the material in appropriate spontaneous situations

Both lexical and structural objectives may be expected to vary somewhat according to the language, the textbook, and the district guidelines, but in general they will adhere to the following general outline.

Lexical objectives: The student will master within defined limits vocabulary objectives in approximately 15-20 lexical areas that deal with common daily and conversational phenomena. Sample lexical objectives might be the ability to:

a) identify relationships of the extended family and describe the general physical and personality traits of the immediate family

b) use correctly appropriate social formulae in common situations

c) order, adjust, and pay for three authentic breakfasts, midday meals and suppers

d) describe major urban features of a typical city of the target language and negotiate basic transactions in a specified number of them

e) discuss the rudimentary mechanics of competitive sports and the principal specifics of at least one sport

Structural objectives: In the performance of the lexical objectives, the student will correctly use identified grammar structures. Most Level I guidelines will include for all languages:

the present tense
definite articles
gender and adjective agreement
some part of the pronominal system
declarative and interrogative syntax
nouns in the accusative function
possibly 1-2 additional tenses or moods, depending on the particular language

Cultural objectives: The specific cultural areas will be in relation and response to the lexical areas, student interest, and special opportunities. The student will have had some experience in hands-on culture, should be able to demonstrate basic knowledge about the contemporary target culture in the identified areas, and should demonstrate awareness and understanding of comparative and contrastive attitudinal differences between the target culture and his own in regard to the specific areas studied.

Level II The same criteria for mastery would apply as in Level I.

Lexical objectives: The student should have expanded his ability to discuss one of the areas initiated during the first year. Based on the samples given above possible expansion objectives might be the ability to:

a) describe common personality and physical traits of most people

b) make appropriate social responses in awkward and angry situations

c) plan an authentic meal, purchase the necessary commodities, describe its preparation, and make gourmet comments on the quality of food served to him

In addition, new lexical areas would have been mastered, such as being able to:

a) discuss the common illnesses, the symptoms and common cures

b) describe common functions of motor vehicles and articulate basic traffic laws

Structural objectives: At Level II these would include additional grammar areas but not the total grammar structure. At the end of Level II the student should be able to:

a) express himself correctly in past, present, hypothetical and future tense

b) use the entire pronominal system

c) employ dependent constructions

Also, by the end of Level II, the student should be able to read material of an appropriate degree of difficulty that does not correlate precisely to the materials studied.

Cultural objectives: The student will have expanded his knowledge of contemporary culture through new psychomotor cognitive and affective learning in areas that relate to lexicon, interest, and special opportunities.

Levels III-V The core curriculum for advanced level courses may include any or all of the following: Advanced Conversation, Commercial Language, Career-related Language, Drama, Contemporary Literature (short stories and novels), History, Literary Classics (suggested for Levels IV-V), Student Aide.

Within these possibilities, the student will continue to master lexical, structural and cultural objectives which may be expected to vary according to the core curriculum, teacher design, and student interest. The student will continue to demonstrate mastery through his ability to comprehend, respond, and use in new situations the material in both written and oral performance.

Lexical objectives: The core curriculum will in large measure determine the nature of lexical areas. In addition the student should be able to use effectively a standard dictionary to enhance his individual growth in vocabulary.

Structural objectives: Structural areas to be mastered will include:

a) by the end of Level II the entire span of basic grammar

b) by Level IV refined exceptions to basic grammatical structures including their grammatical labels

c) at all levels systematic review of earlier material

By the end of Level III, the student will have had some limited experience in creative writing; the ability to write better prose in the target language will be expanded in Levels IV and V.

Cultural objectives: The student will have expanded his cultural knowledge in appropriate areas, including some original research on topics of particular interest. He should be able to read newspapers, magazines, and other appropriate material without item translation in order to do this research.

Product Profile

PRODUCT NAME_____

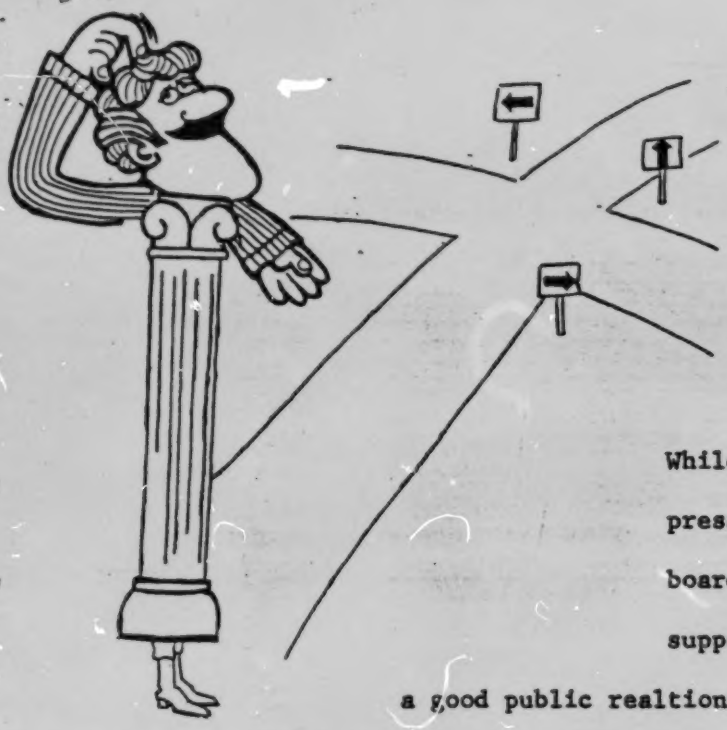
What is this product/service?

How is it used?

Who uses it?

What additional services are provided?

FEATURES	BENEFITS	PROOFS
1.	a.	
	b.	
2.	a.	
	b.	
3.	a.	
	b.	
4.	a.	
	b.	
5.	a.	
	b.	
6.	a.	
	b.	



PURPOSE

Successful public relations is based on purposeful behavior. Random or one-shot efforts do not change attitudes or behavior. While a single foreign language festival, press clipping, local news spot or bulletin board display may create a background, support awareness or capture recognition, a good public realtions campaign will go many steps beyond. It will also 1) tell us what certain individuals or groups of people think of us, 2) help us determine what we must do to gain the good will of others, 3) plan ways and means of winning good will, 4) carry on activities designed to win it, and 5) continuously evaluate and adjust efforts to maintain an optimum level of effectiveness.

Instead of concentrating on the number of activities performed during the year, we need to decide how effective these activities have been as public relations devices. They may reach many people, but do they reach the right people, and to what extent do they influence attitudes or behavior?

Every activity of a public relations program must be directed toward a selected objective; each strategy is part of an overall plan. Getting publicity without regard to purpose or effectiveness is not healthy public relations.

ACTIVITY SHEET #1

List below the PR strategies you have used during the past year. State the purpose of each activity and place the number of each activity on the appropriate step in the figure below to indicate whether this activity 1) provided information, 2) influenced attitudes, 3) changed behavior, or 4) changed policy.

1.

2.

3.

4.

5.

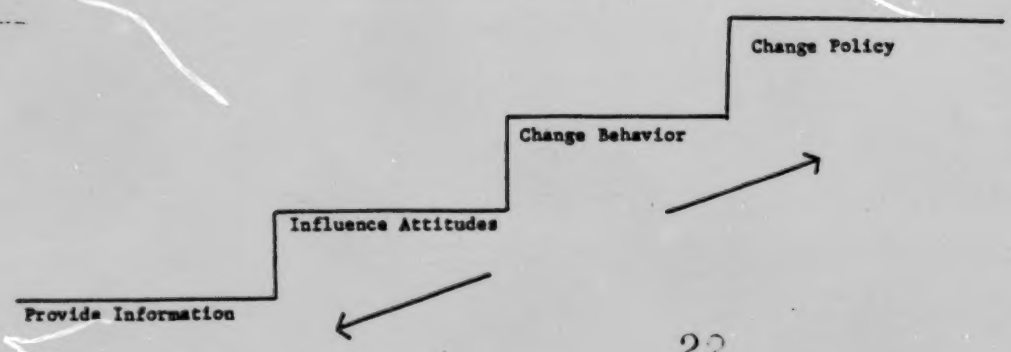
6.

7.

8.

9.

10.



ACTIVITY SHEET #2

A determination of where we are going involves identifying our mission in terms of immediate and long-term objectives geared to target publics. Objectives not only must be attainable and realistic, they must be potentially measurable in terms of progress toward identified goals. What changes in the status quo are sought?

1. Using the model below, chart the present and desired attitudes of at least three target publics regarding the value of foreign language study.

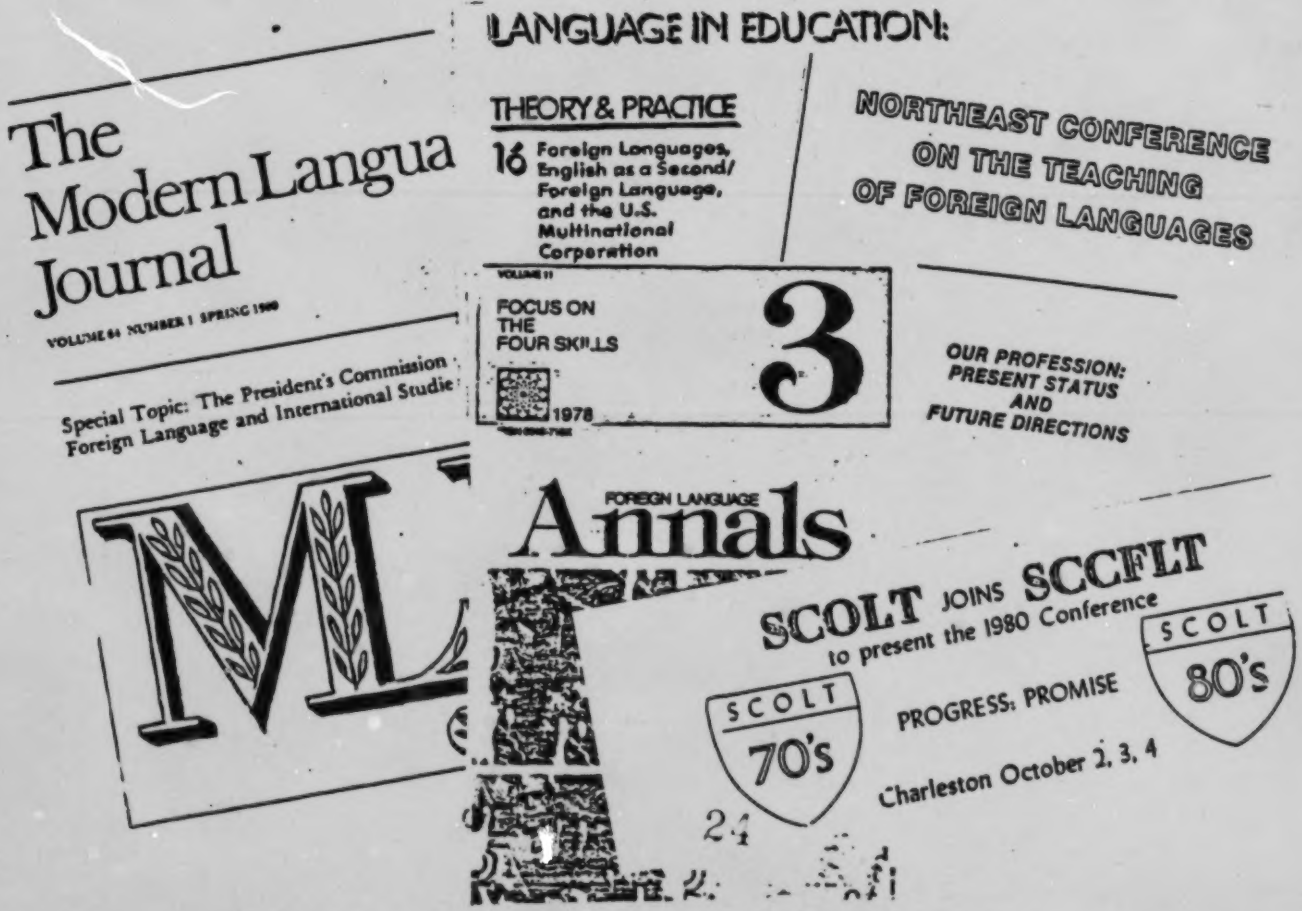
	What do they think now?	What do we want them to think?
Public #1		
Public #2		
Public #3		
Public #4		

2. For each target audience you have indicated, list the <u>visible</u> <u>signs</u> you could anticipate which would demonstrate that the desired attitude change has occurred.

PROFESSIONALISM

Getting the ear of a listener without having a message to deliver is a wasted exercise. Before anything can be accomplished, the foreign language teacher must have a clear picture of what foreign language education is and how it contributes to the development of every individual. The teacher as salesperson needs to know the values and direct benefits of the foreign language program. Buyers will have little trust in salespersons who cannot answer questions about the benefits of their product. It takes facts to win customers.

Evidence in support of the foreign language case does exist. . .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3
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OUR PROFESSION: PRESENT STATUS AND FUTURE DIRECTIONS
FOREIGN LANGUAGE Annals
SCOLT JOINS SCCFLT
to present the 1980 Conference
SCOLT 70's
PROGRESS, PROMISE
SCOLT 80's
Charleston October 2, 3, 4

ACTIVITY SHEET

1. Give a concise (no more than 300 words) but convincing argument as to why the non-mobile, non-college bound student should study a foreign language.

2. Prepare the following for your guidance counselor: Anticipate and list questions that might be asked by students regarding the foreign language program. Answer the questions honestly and factually.

3. What do you feel are the specific advantages to the student of the language you teach?

1. Though none of the colleges and universities in South Carolina still require foreign language instruction as a basis for entrance, many of them very definitely require foreign language study before a student may be allowed to graduate. These schools very often have their own foreign language exemption/credit criteria which is most often given in the form of an exam that will allow a student the opportunity to exempt the required courses, and in some instances, receive college credit for having done well on the exam.

2. In 1973, Professor William M. Morgenroth, Jr. of the University of South Carolina started a study of the use of foreign language by South Carolina industry. He sent out 774 questionnaires to South Carolina manufacturing plants and received a 42% return of his questionnaire. Of the companies replying, he found that 37 percent expect to use a foreign language on a daily basis in their business. Eighty-four percent of them today engage in business abroad and 69% deal with non-English speaking people in South Carolina. The companies reported 61% of them have foreign language capabilities on their staffs in South Carolina.

3. According to an item in Newsweek (Sept. 6, 1977) a 2-year study commissioned by the College Examination Board has turned up some interesting things. While national Scholastic Aptitude test results have been in a decline for fourteen years, it was found that students who had taken FL courses in high school made higher scores on the verbal parts of the tests than those who had not been exposed to a foreign language. While results are not conclusive, this should give school boards and administrators something to think about.

4. "It is most desirable naturally for individuals we send abroad to have the ability to speak the language of the country to which they are being assigned. If there are two people both of equal technical background and one has the language ability we would naturally hire the latter in preference to the one who did not have such an ability. Consequently, we feel that knowing a foreign language is a very important asset which can for any individual give him an opportunity which probably otherwise would not be open to him."

   P. C. Sharp, Sales Manager
   International Division
   Minneapolis Honeywell Regulator Co.

5. "The ability to speak or to learn a foreign language is a tremendous asset. The greatest criticism of Americans in foreign lands in the past has been their reluctance to meet other peoples halfway about language. Other peoples take as much pride in their language and culture as we do in ours. To address them in their own speech is a compliment to their language and culture. It gives you a headstart in personal relations."

   Alexander I. Wertis, Personnel Manager
   U.S. Steel Export Company

6. Sylvia Porter, financial expert and syndicated columnist: "In the next 10 years the knowledge of a foreign language may be more important than a college degree."

7. Raymond Grew, Professor of History at the University of Michigan: "I am convinced that the better the entering undergraduate knows a foreign language the more he is likely to gain from his college experience. The time that might have to be spent in university study at an elementary level can instead be devoted to the more advanced work for which universities are intended. The student who takes a course in French or German or Latin literature gains a general education and an insight into a particular culture, and he opens the path to study in the humanities and social sciences that might otherwise be closed to him. To arrive at college without such preparation is in effect to declare in advance that one will probably do little work in foreign literatures, comparative literature, linguistics, or systematic study of another society. To make such a decision before one even knows what such subjects are like is a serious mistake.

   For the student who knows that the social sciences or the physical sciences will be his primary interest, time for other study becomes all the more precious and the ability to read important works in other languages an invaluable asset. Finally, any graduate school in the United States can list scores of cases in which very promising students had to abandon subjects of study for which they had special gifts because they lacked the linguistic skills such research required. The Council for European Studies, an organization of social scientists, has for example identified inadequate preparation in languages as the primary weakness of young American social scientists studying the anthropology, economics, politics, social psychology, history, or law of European nations." (Reprinted from The Foreign Language Courier, University of Michigan, No. 47, May, 1973) Taken from North Carolina Foreign Language Newsletter, Spring, 1974.

8. Yale University President Bartlett Giametti said the decline in literacy in English has been partly caused by the demise of foreign language study in American schools. Giametti said studying foreign languages invariably helps Americans to master English grammar and usage.

9. "As a child I learned to speak French. As a young man I learned to speak Spanish. Few learning experiences have been more rewarding in my life than this. The tourist who speaks a foreign language has a distinct advantage in learning a foreign culture and customs and in making friends, which, after all, is the main reason why we travel. The businessman who speaks a foreign language goes abroad with a decided edge over his competitors. Students who master foreign languages open challenging and exciting career opportunities for themselves.

   When people cannot converse in the same language, a curtain hangs between them. But, when we master another's language, then that curtain lifts and genuine understanding begins." Nelson A. Rockefeller, Hispania, March 1975. Quoted in The Bulletin of the Illinois Foreign Language Teachers Association, Vol. 7, No. I (May 1975) p. 21.

10. FBI Special Agent--Mr. Jon Arbogast in Washington, D.C. Mr. Arbogast stated that foreign language is one of the four areas in which one can qualify to be a special agent. A good fluency is required. Although Spanish is the most desired language for agents, if one is fluent in another language the Bureau assumes that he is attuned to learning languages and will train him on the job for the language needed. Russian and Chinese are in demand at this time.

    The Bureau operates a Spanish school and a five month course. Agents attend classes 10 hours a day where they are instructed in idiomatic Spanish with emphasis on street language. Agents learning of other languages are sent for one year to the Department of Defense Language School in Monterrey, California.

    Knowledge of a foreign language affects place of assignment. Special agents in New York, Miami, San Antonio, and San Juan must be fluent in Spanish. Legal attaches must know the language of the country to which they are sent and another foreign language of a country in close proximity.

11. Dr. Milton Corn--Director of Emergency Services at Georgetown University in Washington, D.C. Efforts are made to insure polylinguality in the emergency room. Knowledge of Spanish is in demand. Secretary and clerical personnel with foreign languages are given priority for employment. A list of house staff with foreign languages is available. On each telephone in the emergency room is the IVIS (language bank) number where a language volunteer can be reached immediately. For good medical care communication is essential. Dr. Corn feels that the high school program should be reinforced in medical school with specialized language training for the medical staff.

12. In the 25-year period between 1950-1976 overseas phone calls from the U.S. increased 5,517% (900,000--60.6 million). Americans traveling abroad increased nearly 1100% (650,000 - 7.1 million) and foreigners visiting America increased 1441% (300,000 - 4.5 million). The world really is getting smaller!

13. One American in six owes his/her job to foreign trade.

14. Americans lose out on over 100,000 jobs per year because they do not have foreign language skills.

"Second Language Study and Intellectual Development" Charles R. Hancock

The following studies are cited in a summary of selected research published by Foreign Language Annals, Vol. 10, No. 1, 1977.

Research studies suggest that language study appears to be an ideal medium for fostering enhanced cognitive processes:

Peal and Lambert Study sought to analyze the effects of bilingualism on intellectual functioning of children. The study reported that bilinguals perform significantly better than monolinguals on both verbal and non verbal intelligence tests (selected standardized instruments) and further, that bilinguals seem to have more diversified set of mental abilities. Learning more than one language appears to have heightened learners' ability to call into play a variety of learning configurations. "Figuring out the sound system and grammatical rules in more than one language seems to have increased the learner's ability to organize his/her perceptions of reality, recognize concepts in several different forms, and solve complex linguistic and culture problems."

"The Peal and Lambert Study clearly implies that early second language experiences might affect the very structure of the intellect, since a large portion of one's intellectual ability stems from experiences and their transfer from one situation to another. . . Exposing learners to varied languages (and cultures) seems to offer them experiential advantages in perception and concept development. That is not to say, however, that monolinguals do not achieve the same ends through alternative routes. It does clearly suggest that some learners achieve enhanced mental flexibility, superiority in concept formation, and more diversified sets of reasoning skills via bilingual-type experiences, particularly in the performance of school tasks involving verbal fluency."

Elizabeth Peal and Wallace E. Lambert,
"The Relation of Bilingualism to Intelligence,"
Psychological Monographs. xxvii (1962).

Vtgotsky Study reported that foreign language study facilitates mastery of the higher forms of one's native language. The student learns "to see his own language as one particular system among many, to view its phenomenon under more general categories, and thus leads to awareness of his linguistic operations. . ."

L. S. Vygotsky, Thought and Language (Cambridge, Mass.: M.I.T. Press, 1962), pp. 109-10.

Carton Study (USOE) sought to investigate one aspect of the reading problem, namely inferencing (a process of identifying unfamiliar stimula). He found that junior high school learners of second languages can indeed make extensive use of interlingual cues (derivations, loan words, cognates, etc.) as they try to 'figure out' meanings. It was also found that these learners make use of extralingual (context) cues. He further concluded that while many learners enter learning situations with some degree of inferencing skills, continued emphasis on this skill renders language study a type of "problem-solving and the entire breadth of a student's cultural experience and knowledge may be brought to bear on the processing of language."

Aaron S. Carton, "Inferencing: A Process in Using and Learning Foreign Language," in The Psychology of Second Language Learning, ed. Paul Pimsleur and Terence Quinn (New York: Cambridge University Press, 1971), pp. 57-58.

Landry Study reported the results of several research projects in the area of divergent thinking facility. In his study of the relationship of second language learning and verbal creativity, Landry hypothesized that experience with two languages at the elementary school level has significant positive effects upon creative functioning as measured by divergent thinking tasks. Landry reported that the hypothesis was supported for girls; that is, girls in this study seemed to demonstrate more creative thinking tasks. Additional research is necessary.

Richard G. Landry, "A Comparison of Second Language Learners and Monolinguals on Divergent Thinking Tasks at the Elementary School Level," Modern Language Journal, 58(1976) 10-15; "The Enhancement of Figural Creativity Through Second Language Learning at the Elementary School Level," Foreign Language Annals, 7(1973), 111-15; and "The Relationship of Second Language Learning and Verbal Creativity," Modern Language Journal, 57(1973), 110-13.

Research on the effect of second language study on affective development may be found in the following:

See, for example, Wallace E. Lambert and Robert C. Gardner, Attitudes and Motivation in Second Language Learning (Rowley, Mass.: Newbury House, 1972); Leon A. Jakobovits, A Psycholinguistic Analysis of the Issues (Rowley Mass.: Newbury House, 1970); Charles R. Hancock, "Students Aptitude, Attitude, and Motivation," in the ACTFL Review of Foreign Language Education, Volume 4, ed. Dale L. Lange and Charles J. James (Skokis, Ill.: National Textboo, 1972), 127-55; and Renee S. Disick and Laura Barbanel, "Affective Education and Foreign Languages," in the ACTFL Review of Foreign Language Education, Volume 6, ed. Gilbert A. Jarvis (Skokie, Ill.: National Textbook, 1974) 185-222.

american council on the teaching of foreign languages, inc.

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March 3, 1979

Memorandum for: FOREIGN LANGUAGE DAY ORGANIZERS

The following feature article has been made available to United Press International for publication on or following Sunday, March 4. We thought it might be of interest to you at this time.

FOREIGN LANGUAGE INSTRUCTION LAGS IN AMERICAN SCHOOLS

by DEAN REYNOLDS

Washington (UPI) - It is becoming increasingly clear that the average American doesn't know his umlaut from his tilde and apparently doesn't care to.

Nine out of ten Americans cannot speak, read or effectively understand any language but English, and the President's Commission on Foreign Language and International Studies, at work since October, is trying to come up with ways to change that.

About 90 percent of all colleges today have no language requirement for admission. A quarter of all high schools do not teach a foreign language of any kind.

Oddly enough, it is the Helsinki Accords of 1975 that may trigger a renaissance of foreign language study in the United States. While much of the interest in the East-West pact boiled down to a peace-through-strength declaration, a bit of culture seeped through the agreement.

Rep. Paul Simon, D-Ill., points out a little-known part of the accords that commits the nations who signed it to encourage the study of foreign languages and cultures. Simon is a member of the Commission and also of a Congressional panel that monitors observance of the Helsinki Agreements.

"We are living in a new world economically just as we have moved into a new world militarily," Simon said in a recent interview.

"All of a sudden we find this balance of trade deficit. We have to get out and sell. We have to communicate with others and part of this is the language thing. We're the only industrial nation in the world that does not require foreign language exposure by all students."

Simon thinks one way to induce colleges to expand their foreign studies curriculum is through Federal grants.

"If the Commission came up with a program where we said, 'For every student you have enrolled in foreign language for at least three hours a semester, we'll pay you X number of dollars,' all of a sudden you're going to find a lot of places interested."

Here's a look at what the Commission is up against.

Between 1968 and 1974 there was a drop of 15 percent in high school language studies. In 1975, only 24 percent of American high school students were studying a foreign language. In 1976, only four percent of the graduating students had two years of foreign language studies.

But there are incentives to change the situation.

For one thing, the Commission has found that 100,000 jobs were probably lost to foreign nationals because Americans cannot speak foreign languages.

The Ford Foundation stated in a recent report, "The principal obstacle to the development of first class competence in the foreign and international field is the low level of language teaching in the United States."

But there has always been a kind of "let-them-learn-English" attitude. Simon says this parochialism shocks scholars and businessmen of other nations, "because they see us turning our backs on what could be a sure way of improving our image and position in the world."

"We are culturally isolated," Simon said, "There's just no question about it. And we suffer for it."

Some of the problems arising from the language barrier are humorous.

Simon said, "General Motors put out the Nova (car model) and they got into Latin America and it didn't sell at all until someone figured that 'no va' in Spanish means 'doesn't go.'"

Then there is the story of the Parker Pen Co. Simon said the company was running an advertisement throughout Latin America that had been mistranslated somehow, and "indicated that the pen had contraceptive benefits."

But there are just as many stories that are not funny.

"When the Vietnam War broke out," Simon said, "we did not have a single American-born specialist on Vietnam or Cambodia or Laos in any American university or the State Department -- anyone who spoke the language or understood the environment."

"If we'd have had ten academicians or people who understood Vietnam, maybe we would have saved 50,000 American lives and hundreds of billions of dollars." "It's amazing. There are 300 million people on the face of the earth that speak Hindi, (yet) we have fewer than 300 students of Hindi in the United States."

Simon said he believes the Commission is really calling for a "minor cultural revolution" in America.

"And it's important that we do it," he said. "It's important for our cultural enrichment, it's important for our economy, it's important for our security."

Simon and his fellow Commission members are not kidding themselves. An attempt to win support by pushing the purely intellectual merits of bilingualism will fail, they believe.

So a different approach must be taken. That approach, like so much else today, targets the pocketbook. "This is a pocketbook issue," Simon said.

"The man on the street may not react immediately by saying we've got to have foreign languages, but he or she is concerned about inflation. And about 1.5 percent of inflation last year was caused by the balance of trade deficit."

"I think the pocketbook issue has to sell it. The economic issue is the one that has the appeal."

For instance, said Simon, "one out of every three farm acres goes for farm exports." If a Brazilian is going to import farm products and the choice is between a Russian who can speak Portuguese or an American who can speak only English, the American is at a distinct disadvantage, Simon said.

"You're just not likely to buy something from a guy you don't understand."

So what will the Commission recommend? Probably not much beyond bringing the matter before the people.

There is talk of an advertisement campaign to make people aware of the need to acquire a second or third language. There may even be funding for some Education Acts that have been in limbo since passage by Congress.

The 1966 International Education Act, for instance, has never been funded.

So while the Commission busies itself with its monumental job of salesmanship, consider this amazing statistic that Simon has unearthed, and then think again about the need for foreign language study:

"There are more teachers of English in the Soviet Union than there are students of Russian in the United States."

Oh yes. A tilde is a diacritical mark written over 'n' in Spanish. An umlaut is the two dots used in German to indicate a changed vowel.

The Helsinki Agreement and Foreign Languages

[Following is the text of the Helsinki Agreement, signed in August 1975: Preamble to Part 4, "Cooperation and Exchanges in the Field of Education"; and Subsection (d), "Foreign Languages and Civilization" (Conference on Security and Cooperation in Europe, Final Act, Helsinki, 1975; Department of State Publication 8826, General Foreign Policy Series 298).]

[*From the Preamble:*]

The participating States,

Conscious that the development of relations of an international character in the fields of education and science contributes to a better mutual understanding and is to the advantage of all peoples as well as to the benefit of future generations,

Prepared to facilitate, between organizations, institutions, and persons engaged in education and science, the further development of exchanges of knowledge and experience as well as of contacts, on the basis of special arrangements where these are necessary,

Desiring to strengthen the links among educational and scientific establishments and also to encourage their cooperation in sectors of common interest, particularly where the levels of knowledge and resources require efforts to be concerted internationally, and

Convinced that progress in these fields should be accompanied and supported by a wider knowledge of foreign languages,

Express to these ends their intention in particular:

[*From Section (d) Foreign Languages and Civilizations:*]

To encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperaton; to this end to stimulate, within their competence, the further development and improvement of foreign language teaching and the diversification of choice of languages taught at various levels, paying due attention to the less widely-spread or studied languages, and in particular:

—to intensify cooperation aimed at improving the teaching of foreign languages through exchanges of information and experience concerning the development and application of effective modern teaching methods and technical aids, adapted to the needs of different categories of students, including methods of accelerated teaching; and to consider the possibility of conducting, on a bilateral or multilateral basis, studies of new methods of foreign language teaching;

—to encourage cooperation between institutions concerned, on a bilateral or multilateral basis, aimed at exploiting more fully the resources of modern educational technology in language teaching, for example through comparative studies by their specialists and, where agreed, through exchanges or transfers of audio-visual materials, of materials used for preparing textbooks, as well as information about new types of technical equipment used for teaching languages;

—to promote the exchange of information on the experience acquired in the training of language teachers and students as well as to facilitate their participation in summer courses in languages and civilizations, wherever these are organized;

—to encourage cooperation among experts in the field of lexicography with the aim of defining the necessary terminological equivalents, particularly in the scientific and technical disciplines, in order to facilitate relations among scientific institutions and specialists;

—to promote the wider spread of foreign language study among the different types of secondary education establishments and greater possibilities of choice between an increased number of European languages; and in this context to consider, wherever appropriate, the possibilities for developing the recruitment and training of teachers as well as the organization of the student groups required;

—to favour in higher education a wider choice in the languages offered to language students and greater opportunities for other students to study various foreign languages; also to facilitate, where desirable, the organization of courses in languages and civilizations, on the basis of special arrangements as necessary, to be given by foreign lecturers, particularly from European countries having less widely-spread or studied languages;

—to promote, within the framework of adult education, the further development of specialized programmes, adapted to various needs and interests, for teaching foreign languages to their own inhabitants and the languages of host countries to interested adults from other countries; in this context to encourage interested institutions to cooperate, for example, in the elaboration of programmes for teaching by radio and television and by accelerated methods, and also, where desirable, in the definition of study objectives for such programmes, with a view to arriving at comparable levels of language proficiency;

—to encourage the association, where appropriate, of the teaching of foreign languages with the study of corresponding civilizations and also to make further efforts to stimulate interest in the study of foreign languages, including relevant out-of-class activities.

A Summary: Values of FL Study Listed

Howard Nostrand

For the Individual

1. Even an initial experience of studying a foreign language, ancient or modern, can be a "Copernican step" for the mind: rightly taught, it makes possible an outside perspective on one's own language. With further study, it is a source of craftsmanlike insight into verbal expression.

2. The ability to use a modern foreign language makes possible a hobby of communicating across a cultural barrier, for the broadening of one's understanding and one's life, for pleasure and for service. It is a personal satisfaction to help make the increasing intercultural contact serve human values: left to itself, that contact has as much, or more, the effect of creating hostilities.

3. A first foreign language, begun by an enlightened method, enables one to learn faster what one may later want to know of other languages for a career in today's world.

For Society

1. In the national interest (which in the long range includes the good of other peoples) a people today needs, throughout its leadership *and* its electorate, a realistic understanding of the outside world, free from the warping effect of xenophobic and ethnocentric biases. Such understanding requires education which combines "knowledge about" the relativity of cultures with "experience of" at least one foreign people's way of life, as an example to make real the concept of relativeness; and that experience can be gained the most efficiently through study which includes the foreign people's language. Each culture makes sense in its own terms; translation forces the culture to meet the observer on *his* terms.

2. For each of the many languages spoken by large populations, a modern nation needs citizens who can combine competence in that language, and in its culture, with one of the many management-type vocations which have come to have international aspects--such as diplomacy and law, business, industry and banking, medicine, education, the applied arts and trades, and labor organizations. In politics and in world trade, the white minority now must make its way by persuasion and by earning good will; the policy of "Let 'em learn English" is as unsafe as colonialism.

3. Competence in a foreign language, spread throughout the vocations, can make the difference between isolation and communication, in each field, with foreign specialists from whom we can lean. (For some specialists, a four-skill competence in one language may better serve this purpose; for others a two-skill competence -- listening-comprehension and reading -- in two or more languages.) The history of scientific and technological advances shows not that the English-speaking "world" is self-sufficient, but that its borrowing of eventually vital innovations across language barriers has often been delayed for years or even for decades. -- *University of Washington, 1977.*

qualifications for a particular position -- then, and only then, the knowledge of other languages may be an advantage.

To be sure, giving valid reasons for learning other languages -- reasons such as I've tried to develop here today -- is much more difficult than what we have traditionally done. But at least when we speak of language as the basis of knowledge, we are referring to an eternal truth and we need not fear that we will be found out later to have been lying to our prospective clients.

In this state right now we are facing another crisis which may ultimately be based on our loss of credibility in the past. You've all heard about the legislature's definition of basic education. That bill quite properly opens with this statement:

> The goal of the Basic Education Act . . . shall be to provide students with the opportunity to achieve those skills which are generally recognized as requisite for learning. Those skills shall include the ability:
>
> (1) To distinguish, interpret and make use of words, number and other symbols . . . .
>
> (2) To organize words and other symbols into acceptable verbal and nonverbal forms of expression . . . .
>
> (3) To use various muscles necessary for coordinating physical and mental functions.

Such a statement sounds for all the world like a statement of goals for any good foreign language program. Yet, further into the bill we find that of all the traditional "academic" disciplines, *only* foreign language is excluded from the scope of "basic skills areas." And foreign language is not excluded solely by oversight or omission; foreign language is singled out by name for placement in the only category that is permissive rather than mandatory as part of a basic educational program! I cannot help wonder if our legislators themselves were at an earlier time victims of the discovery that the claims which had been made for foreign languages were not totally valid. Is it possible that years ago no one took the trouble to point out to them that the reason for learning more than one language was that different languages offer the surest path to broadening one's understanding of other cultures, other times, other peoples, and thus the surest path to achieving a better understanding of ourselves?

I propose to you that the time has come when we must individually and collectively make clear to our legislators, to the public, and to our students that language *every* language -- is basic of basic education. -- *Presidential address, WAFLT Fall Meeting, October, 1978.*

THE WHITE HOUSE

WASHINGTON

National Foreign Language Week
March 23-29, 1980

National Foreign Language Week serves to remind us that our country's leadership in international affairs challenges us as individuals to build more effective communications with other lands. Competency in foreign languages is one of the major ways in which this can be done.

The report of the President's Commission on Foreign Language and International Studies, issued in November 1979, points out the need for commitment to the teaching and learning of the language arts. If the mastery of foreign languages is to become a reality, we must all be ready to support such efforts at every level of government -- local, State, and Federal.

During this annual observance I want to salute those who are already giving generously of their time and talents to this cause. Our Nation is particularly indebted to language teachers and administrators in schools and colleges and to students who are developing the linguistic skills. I also welcome this opportunity to urge more Americans to accept the challenge of learning a foreign language and to use their new skill to help promote better communication between the peoples of the world.

Jimmy Carter

VALUE OF FOREIGN INVESTMENTS AS A PERCENTAGE OF
TOTAL INDUSTRIAL INVESTMENTS IN SOUTH CAROLINA

1960-1979

($000)

Year	Foreign Investments	Total Industrial Investments	Foreign Investments Percent of Total
1960	$ 32,083	$ 209,759	15.3
1961	500	217,677	0.2
1962	485	210,795	0.2
1963	40,182	264,208	15.2
1964	29,506	281,214	10.5
1965	79,250	600,006	13.2
1966	152,800	509,012	30.0
1967	17,750	305,797	5.8
1968	184,500	635,617	29.0
1969	48,400	706,289	6.9
1970	72,300	319,456	22.6
1971	4,635	473,391	1.0
1972	61,900	502,563	12.3
1973	340,660	1,229,690	27.7
1974	313,053	666,055	46.9
1975	58,800	511,445	11.5
1976	186,005	487,685	38.1
1977	408,162	1,235,171	33.0
1978	208,205	857,233	24.3
1979	392,535	1,541,135	25.5

SOURCE: Planning and Research Division, S. C. State Development Board
December 1979

FOREIGN INVESTMENT BY MANUFACTURING PLANTS
BY COUNTRY

($000)

Country	Prior to 1970	1970-1978	1979	Total	Percent of Total*
Austria	---	500	---	500	**
Belgium	---	12,250	655	12,905	0.5
Canada	13,500	39,324	7,005	59,829	2.2
Denmark	---	---	3,000	3,000	0.1
France	7,592	416,100	139,200	562,892	20.8
Germany	249,592	544,173	90,265	884,030	32.6
Great Britain	241,082	217,967	97,165	556,214	20.5
Japan	3,000	253,700	1,725	258,425	9.5
Netherlands	150,000	24,625	11,950	186,575	6.9
South Africa	---	6,000	---	6,000	0.2
Switzerland	250	139,081	41,070	180,401	6.7
Taiwan	---	---	500	500	**
TOTALS	665,016	1,653,720	392,535	2,711,271	100.0

*Percents may not add to 100 due to rounding.
**Less than 0.1.

SOURCE: Planning and Research Division
South Carolina State Development Board
December 1979

VALUE OF FOREIGN MANUFACTURING INVESTMENTS
BY YEAR

($000)

1979	392,535
1978	208,205
1977	408,162
1976	186,005
1975	58,800
1974	313,053
1973	340,660
1972	61,900
1971	4,635
1970	72,300
1969	48,400
1968	184,500
1967	17,750
1966	152,800
1965	79,250
1964	29,506
1963	40,182
1962	485
1961	500
1960	32,083
Prior to 1960	79,560
GRAND TOTAL	2,711,271

SOURCE: Planning and Research Division
South Carolina State Development Board
December 1979

MANUFACTURING EMPLOYMENT BY FOREIGN FIRMS

Prior to 1960	970
1960	500
1961	-
1962	50
1963	825
1964	510
1965	2,200
1966	2,582
1967	350
1968	2,525
1969	610
1970	940
1971	290
1972	705
1973	3,713
1974	3,005
1975	275
1976	2,260
1977	3,825
1978	2,719
1979	3,988
TOTAL	32,842

SOURCE: Planning and Research Division
South Carolina State Development Board
December 1979

LANGUAGES FOR THE WORLD OF WORK

RELATIVE IMPORTANCE OF VARIOUS LANGUAGES AS PERCEIVED BY BUSINESS/INDUSTRY

Business/Industry

Language	Number	Percent	Average Ranking*
Spanish	561	44%	2.0
French	419	33	3.0
German	354	28	3.3
Portuguese	290	23	3.9
Italian	286	23	4.6
Japanese	259	21	4.4
Arabic	159	13	5.6
Russian	127	10	6.5
Chinese	121	10	6.2
Indonesian	106	8	6.5
Other	58	5	3.9

Fortune 500

Language	Number	Percent	Average Ranking*
Spanish	136	24%	1.6
French	99	18	2.9
Portuguese	75	13	3.2
Italian	69	12	3.9
German	68	12	3.3
Japanese	47	8	4.2
Arabic	31	6	5.5
Russian	27	5	6.3
Indonesian	25	4	6.2
Chinese	22	4	6.7
Other	9	2	2.2

Export-Management Companies

Language	Number	Percent	Average Ranking*
Spanish	151	26%	1.3
French	98	17	2.2
German	71	12	2.5
Japanese	26	4	1.9
Portuguese	21	4	2.7
Chinese	18	3	1.8
Other	11	2	2.5
Italian	11	2	3.3
Russian	8	1	2.5
Arabic	7	1	2.1
Indonesian	0	0	0

*Respondents ranked languages according to perceived and future needs on a 1 to 5 scale. 1 = most needed.

Findings of 1974-75 study by Olympus Research Corporation as reported in Hispania 59(1976):899.

Category	No.	%
International relations	41	28.47
Economics	31	21.53
Clerical Skills	22	15.28
Data processing	21	14.58
Law	19	13.19
Advertising	16	11.11
Communications	12	8.33
Library skills	12	8.33
Civil engineering	11	7.64
Statistics	11	7.64
Journalism	10	6.94
Public relations	10	6.94
English language skills	9	6.25
Others	8	5.56
Psychology	8	5.56
Area studies	5	3.47
Sociology	5	3.47
Cultural studies	4	2.78
Political science	4	2.78
Fine arts	3	2.08
Public Administration	3	2.08

*Companies responding to one or more items: 144; Kendall's coefficient of concordance between above rankings and export management companies:0.8422.

Summary of language-designated or language-essential positions by sub-division of the U.S. government
(1974 approximate figures)

Peace Corps	7,000
U. S. Information Agency	8,800
National Parks	2,100
Department of Justice	1,600
Foreign Service	1,100[1]
Department of Commerce	1,000
AID	855
Journal of Publications	650
Library of Congress	635
Customs Service	613
United Nations	477[2]
Department of Agriculture	125
Inter-American Agency	72
Patent Office	50
Census Bureau	25
Other	150
TOTAL	25,252[3]

[1]not duplicated in other departments such as USIA, AID, etc.
[2]U.S. government employees assigned to U.N. mission.
[3]missing from this total are the following significant agencies: (1) CIA information is classified; (2) FBI information is classified; (3) Department of Defense--comprehensive figures for military and civilian positions unavailable.

Defense Language Institute
(Forecast - 1976)

Russian	1,158
German	580
Spanish	467
Korean	354
Arabic	281
Mandarin	266
Vietnamese	197
French	182
Polish	182
Czech	121
Thai	120
Italian	74
Hebrew	42
Hungarian	36
TOTAL	4,135

Newspaper advertisements for positions
which require a foreign language

Major Category	No. of Openings	Travel or For. Residence	Sp.	Fr.	Ger.	Other
Management/adm.	65	27	42	13	3	21
Prof. services*	43	17	22	5	2	17
Educ./Soc. serv.	41	0	27	6	1	15
Superv./sales	47	8	29	4	0	14
Clerical/sec.	107	8	68	11	7	28
Skilled/semi-sk.	69	1	52	9	3	21

*Professional services includes physician, engineer, dentist, etc.

A 1975 survey of newspaper advertisements requesting foreign language skills reveals the following list of actual job titles. "Conspicuous is the wide variety of jobs which require languages and the exciting work opportunities available to those who have career training plus a language."

European Housing Superintendent
Food Packaging Product (Supervisor)
International Operations (Bank)
Engineer--Structural, Mechanical, Sanitary, Traffic
Sales Management--Foreign Marketing
Field Engineer Manager
Division Vice President--Multinational Corporation
Chemical Engineer
Overseas School Administration
Job Developer (Jewish Welfare Agency)
Market Planning Manager
Director of International Education Services

FL FOR THE WORLD OF WORK?

Toby Tarmarkin and Ernest J. Wilkins

(Following are statistical excerpts from an article with this title published originally in the Bulletin of the Illinois Foreign Language Teachers Association, May 1977, and also in Peals, XVIII (1 Oct. 1977), 10-13).

Fortune 500 ratings of college majors best combined with language skills*

Category	No.	%
Business administration & management	104	72.22%
Marketing/sales	94	65.28
Engineering	81	56.25
Finance	57	39.58
Accounting	53	36.81
Secretarial skills	53	36.81

Bilingual Executive Secretary
U. S. Embassy Administrative Assistant
Associate Director of Health Administrative
Project Director (Health)
Architect--Commercial, Residential, Industrial, Institutional
Executive Director (Health Service)
Civil Engineer (Peace Corps)
International Personnel Manager
Editor--translator
School Psychologist
Assistant Director of Case Workers
General Manager International Corporation
International Money Manager
Internist
Accountant
Registered Nurse
International Sales Person
Group Comptroller
Social Worker
Respiratory Therapist
Music Librarian
Psychologist
International Finance Director
Imports Manager
Assistant Reference Librarian
Marketing Team Assistant
Senior Auditor (Chemical)
International Secretary
X-Ray Technician
Quality Assurance Specialist

FOREIGN LANGUAGE JOURNALS AND ORGANIZATIONS

Foreign Language Annals, Journal of the American Council on the Teaching of Foreign Languages, 2 Park Avenue, New York, New York, 10016. Membership fee: $25.

French Review, American Association of Teachers of French, 59 East Armory Street, Champaign, Illinois, 61820. For chapter membership, contact Ms. Eva George, St. Matthews H.S., St. Matthews, SC 29135.

German Quarterly, American Association of Teachers of German, 339 Walnut St., Philadelphia, Pennsylvania, 19106. For chapter membership, contact Dr. Margit Resch, University of South Carolina.

Hispania, American Association of Teachers of Spanish and Portuguese, Wichita State University, Wichita, Kansas, 67208. For chapter membership, contact Dr. Joseph Zdenek, Winthrop College.

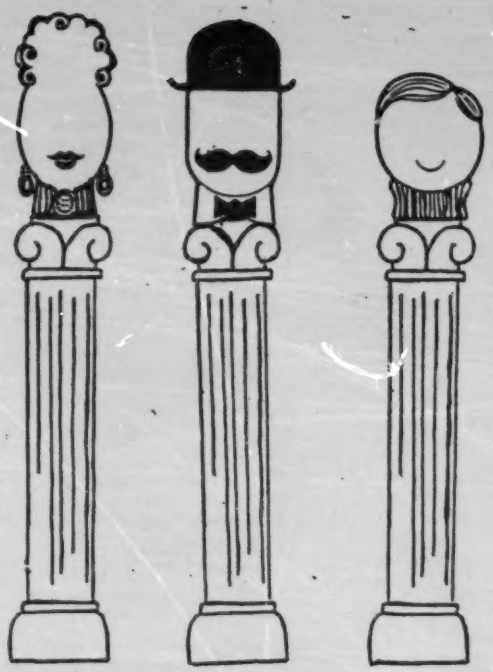
Modern Language Journal, David P. Benseler, Editor, Cunz Hall 314, Ohio State University, Columbus, Ohio, 43210. Subscription price: $12.

PMLA, publication of the Modern Language Association of America, 62 Fifth Ave., NY, NY, 10011

TESOL Quarterly, School of Languages and Linguistics, Georgetown University, Washington, DC 20007.

The Crescent, published by the South Carolina Council on Foreign Language Teaching, distributed free to all S.C. teachers. Membership fee for SCCFLT, $5. Contact Dr. Mary Gies Hatch, Department of German and English, Columbia College, Columbia, S.C., 29203

PUBLICS



Who are the potential "buyers" of foreign language study? It is a common mistake to think of the public in terms of one large monolithic body; yet random promotional efforts directed to the masses are rarely successful. Each community is made up of many diverse, overlapping segments. Parents for example, may also be business leaders or members of civic, religious or service groups. These various publics within the general public must be identified and their special interests, concerns, and needs charted.

The actual power structure, not some vague concept of the "public" should determine our focus. This means knowing the community and its components intimately and being able to reach the influentials, the leaders, the decision makers. The more carefully these audiences can be identified, the more ways of reaching and influencing them can be discovered. The place to start is with the identification of key policy-setters and decision makers within your own power structure--the internal audiences. From these immediate publics, attention should move outward to special interest publics--the external audiences.

INTERNAL PUBLICS

Faculty

Students

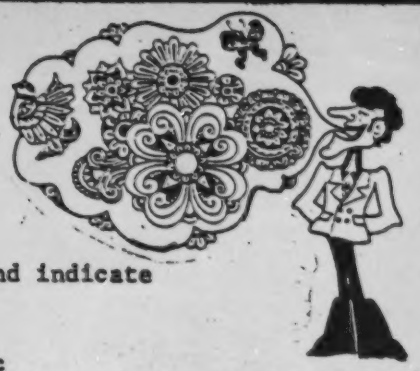
Guidance

Administration

EXTERNAL PUBLICS

Parents

Community



ACTIVITY SHEET

List the PR strategies you have used during the past year and indicate the publics to which they were directed.

Strategy	Public

WHAT'S GOING ON?

Do not guess at the answer to any of the following. If you are not sure, leave the question blank.

Instruction

1. Is there a program for gifted/talented students in your school or district? Describe briefly.

2. How is environmental education infused into the curriculum? Who is (are) responsible?

3. Where and when is the metric system taught?

4. What concepts/content are taught at each level (7-12) in social studies classes?

5. Do any of the language arts classes in your school deal with vocabulary building through word origins and cognates? If so, when does this occur?

6. How is grammar approached in the language arts classes?

7. What elective courses, such as speech, journalism, drama, film, dance are offered in your school?

8. Are you aware of any experimental programs going on in your school? List.

9. Are there any children of limited English speaking ability (LESA) or non-native English speakers enrolled in your school? What special programs or provisions are made for their instruction?

10. Is folk dancing an integral part of the PE program at any level?

11. What sports are taught/practiced in PE classes?

12. List your school's objectives.

Administration

13. What is your principal's policy on classroom visitations?

14. What duties does your principal perform? (List as many as you know).

15. What is your principal's attitude regarding foreign language education? How has he made his attitude known to you?

16. How often do you talk to your principal regarding FL education?

17. What are the major concerns of your principal?

Guidance

18. Based on your observations, what is the role of the guidance counselor in your school?

19. Is there a career center in the guidance office?

20. What are the primary concerns of the guidance counselor?

21. What is the counselor's attitude regarding foreign language education? How has this attitude been expressed?

Students

22. What per cent of the students in your school are college-bound?

23. Based on your observations, what are the primary concerns and interests of the students in your school (educational and non-educational)?

24. What per cent of students in your school are presently employed after school hours?

25. Why are your present students studying a foreign language?

Parents

26. What are the concerns (educational) most often voiced by parents in your community?

27. What issues were discussed at the most recent PTA meeting?

28. Who are the parent-leaders in your community?

29. What parent organizations exist in your community?

School Board

30. What is the function of the school board?

31. Who are the board members in your district?

32. What concerns/policies were discussed at the most recent board meeting?

Advisory Council

33. What is the role of your advisory council?

34. What are the limitations of the advisory council?

35. Who are the members of your advisory council?

You

36. What non-foreign language activities have you been involved with in your school this past year?

37. List the non-foreign language clubs or organizations of which you are a member.

Who Is Your Community?

Consider the following "publics" within your community:

Parents (Compose only 28% of the public)
Taxpayer groups
Business Organizations (Chamber of Commerce, Association of Better Business Bureaus, National Association of Manufacturers, etc.)

Fraternal/Service (Masons, Elks, Civitan, Shriners, Odd Fellows, Kiwanis, Knights of Columbus, Lions, Moose, Optimist, etc.)

Veterans (AMVETS, American Legion, VFW, Disabled American Veterans, etc.)

Senior Citizens Organizations

Youth Organizations (Boy Scouts, Girl Scouts, YWCA, YMCA)

Women's Groups (General Federation of Women's Clubs, League of Women Voters, AAUW, etc.)

Cultural/Literary Groups

Educational Organizations (American Association of School Administrators, AAUP, American Council on Education, National Congress of Parents and Teachers, NEA, National Association of Secondary School Principals)

WHO ARE THE LEADERS IN YOUR COMMUNITY?

Provide names of:

a) business leaders whose companies have international interests.

b) leaders involved with the arts

c) leaders affiliated with ethnic groups

d) influentials who travel abroad (see society page)

e) local celebrities with interest in FL (broadcasters, journalists, entertainers, etc.)

Community Profile and Cultural Inventory

Please provide as much information as possible, in narrative form, about your community. You may include any or all of the following. For assistance, consult the civic section of your phone directory or your local chamber of commerce.

Size of community (district)
ethnic composition
economic background
per cent of college-bound students (school or district)
Rural or urban (primarily)
major industries
per cent of students leaving community
per cent of students finishing high school
per cent of unemployed
populace mobility
cultural activity
overall ranking on student test scores
community services offered by schools
parent groups
civic organizations (also senior citizens groups)
entertainment
leisure activities
number of schools in system and level divisions
colleges/technical schools
libraries
arts
newspapers (include locals, weeklies) and name of editor
radio stations (and name of program director)
TV stations (and name of program director)
recreation
points of interest
unique features about community
shopping malls
clubs and organizations
political officials
school board members, advisory council members
banks
travel agencies
auditoriums
theaters
hotels
exhibit halls
museums

DETERMINING CUSTOMER ATTITUDES

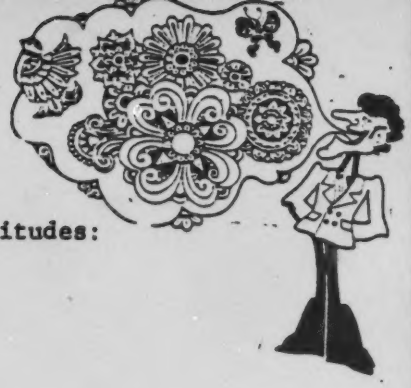
The Professional Selling Skills II training program from Xerox Learning Systems identifies four types of customer attitudes which may be encountered in attempting to market a product:

Acceptance — The buyer agrees and has no negative feelings toward the product.

Skepticism — The buyer is interested in the benefit but doubts that the product can provide it.

Indifference — The buyer demonstrates a lack of interest due to no perceived need for the product.

Objection — The buyer displays opposition to the product.



ACTIVITY SHEET

State briefly how you would handle the following customer attitudes:

Acceptance -

Skepticism -

Indifference -

Objection -

How would you classify your internal publics (faculty, students, administration, guidance) regarding their attitudes toward your product? (Circle one).

Faculty	Accepting	Skeptical	Indifferent	Objecting
Students	Accepting	Skeptical	Indifferent	Objecting
Guidance	Accepting	Skeptical	Indifferent	Objecting
Administration	Accepting	Skeptical	Indifferent	Objecting

Community Attitudes

A survey conducted by the University of Michigan Survey Research Center under the auspices of the President's Commission reveals encouraging information regarding public attitudes toward foreign language study:

--45% of those surveyed indicated that they would like to study a foreign language.

--84% of parents with children 16 or younger said they would encourage their children to study a foreign language in school, primarily to increase their awareness and powers of communication.

--Over 75% of the respondents wanted foreign language offered in elementary schools.

--92% wanted languages offered in junior high and high school and 47% believed they should be required.

--38% favored a language requirement for admission to colleges and universities and 40% favored such a requirement for graduation.

A survey conducted by Lazarus revealed that the public is overwhelmingly in favor of foreign language as long as it affords no threat to other areas of the curriculum. Some expansion of programs is desired, but not if it is perceived as too innovative, too costly, or too potentially dangerous. FLES is looked upon with distrust.

A national survey of community leaders' attitudes toward education conducted by the USOE revealed the following voter opinions:

1. Schools are good in general but are criticized in particular areas: "frills," too much play, curriculum, discipline.

2. The most important task of the schools is to teach the fundamentals: reading, writing, spelling, arithmetic, speaking, and to instill loyalty to the United States.

3. The least important tasks of the schools are to teach about the local region, to afford enjoyment of cultural activities and to provide industrial arts education.

4. About half of the voters show no evidence of any participation in school affairs and no interest in such participation.

Community Expectations of the Foreign Language Program

Answer Yes or No to the Following Questions

1. Every school should offer each student in grade 7-12 the opportunity to study a foreign language.
2. Students should study a foreign language until they can speak it fluently.
3. Foreign language study aids students in learning good communication skills in English.
4. Foreign language study for adults and those traveling abroad should be made available by the public schools.
5. Foreign language study is a luxury which is unnecessary in a time of tight budgets.
6. Foreign language instruction should emphasize the history and culture of other countries as much as their language and literature.
7. Foreign languages ought to be offered in elementary schools.
8. A student's grade in foreign language is as important as his grade in English or Mathematics.
9. Studying a foreign language should help a student get a job or select a career.
10. Schools should offer Latin as well as modern languages like Spanish and French.
11. Schools should spend more money in improving foreign language programs.
12. Have you ever studied a language other than English?
13. Do you speak any language other than English?

Francis M. Lazarus. "Community Expectations and the Foreign Language Program" Modern Language Journal 63(1979):182-87.

Sample Cover Letter to a Community Agency

(Note: This letter should be written on official school stationery.)

Dear (Director of Agency):

The foreign language department of (name of school) is actively involved in an exciting educational program for our students. The objective of our foreign language program is to provide our students with the basic skills to enable them to use the language as an active means of oral and written communication. We also strive to foster cross-cultural understanding and a strong sense of civic responsibility.

Our educational program is designed to offer our students a diverse and meaningful learning experience both within the school building and in the immediate community. It is to achieve the latter goal that we have taken the liberty of writing to you.

Learning becomes meaningful and important to our youth when they are able to see the immediate use and results of their hard work. Our innovative program in foreign languages provides our students with many alternative educational experiences that enhance what is learned in the classroom. Perhaps you can be of help to us in expanding the variety and scope of this alternative education. We welcome guest speakers in our classes and at assembly programs and encourage students to participate in community internship programs and volunteer work.

May we ask you to complete the enclosed questionnaire? The information that you provide us about your organization may help us to establish a valuable partnership. We are grateful for your time and for any consideration you extend to us.

Sincerely yours,

(Coordinator of Program)

Stephen L. Levy. "Using Community Resources in Foreign Language Teaching." 1975 EDRS: ED 102 878

Sample Questionnaire for Community Agency

Name of organization or agency:_____

Address:_____

Telephone:_____

Name of person in charge:_____

Title of person in charge:_____

Brief description of the objectives of your organization, services offered, etc.

Is your organization/agency presently involved in any special projects which might require expertise in a foreign language? If so, explain.

Are foreign languages normally part of your needs? Yes____ No____

If YES, which languages?_____

Are you willing to participate in our educational program? Yes____ No____

If YES, how? Guest speakers_____
Film loans _____
Student Internship Program_____
Student Volunteer Program _____
Field trips _____
Other _____ (Please explain)

Please return this questionnaire to:

We are grateful for your time and interest in our program.

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Student Attitudes

In a survey of reasons for student attrition, Papalia discovered that students left foreign language study because:

1) they had completed the language requirement
2) they felt the second and third levels were too difficult
3) they had been advised against continuing
4) they had opted for another subject
5) they had lost interest in language study
6) they disliked the teacher

The same study presents contrasting teacher beliefs as to the reasons for students' discontinuance. Those teachers surveyed attributed the high attrition to:

1) minimal or non-existent college requirements
2) guidance counselors not recommending language study
3) present-day emphasis on science and math
4) students' exaggerated beliefs as to their expertise after limited contact with the language
5) lack of student preparation for the following level
6) lack of interest
7) the tendency of pupils to elect easy courses.

-Anthony Papalia. "A Study of Attrition in Foreign Language Enrollments at Four Suburban Public Schools." Foreign Language Annals 4(1970):62-67.

Administration Attitudes

A survey of secondary school superintendents conducted by DeFilippis revealed the following:

1) When asked to state apparent causes for the present decline in foreign language enrollments, superintendents cited such reasons as: irrelevance, lack of information, inappropriate teaching methods, elitist attitude, degree of difficulty, and inescapable dullness.

2) While over 90% had studied language in high school, only 40% chose to continue language study at the college level.

3) Comments ranged from Skeptical:
"Foreign language can be mastered in 90 days of intensive instruction--why should it be required in elementary, high school, or college?"

to Indifferent:
50% of those surveyed believed that the lack of foreign language skills was not detrimental to the national interest.

Dominick DeFilippis. "Views of Secondary Superintendents on Foreign Language Study: A Support Constraint Analysis." Foreign Language Annals 12(1979):139-144.

A copy of the survey form appears on the following page.

VIEWS OF SUPERINTENDENTS ON FOREIGN LANGUAGE STUDY

1a. Did you elect to study a foreign language in high school?

b. How many years did you study this language?

2a. Did you elect (or were you required) to study a foreign language in college?

b. How many semesters did you study this language?

3. How would you rate the overall quality of the foreign language instruction which you received in either high school or in college?

excellent
good
average
fair
very poor

4. How do you feel about the national decline in foreign language study?

5. Is foreign language study declining in your district?

6. In your opinion what is the cause for the present decline in foreign language study (Rank order your response with 1 being the most likely cause).

___College entrance requirements in FL abolished

___Student feelings of irrelevancy of FL study

___No longer required for a college degree

___Lack of information with respect to the value of FL study

___Teaching methods

___Decline in school population

___Economic retrenchment causing FL program cutbacks

___Change in the socio-economic level of student population

___International and/or political factors

___Other (specify)

7. Who should study a foreign language in high school?

___all college bound students ___only those who elect it ___all students

8. Who should study a foreign language in college?

9. Should foreign language study be one of the requirements for admission to college?

WHAT IN YOUR OPINION ARE THE GOALS OF FOREIGN LANGUAGE STUDY?

Please rank the following as 1. of prime importance
2. important
3. worthy of consideration
4. unimportant

1 2 3 4 To understand the foreign language when it is spoken correctly on familiar subjects.

1 2 3 4 To speak the foreign language on familiar subjects with reasonable fluency and correctness.

1 2 3 4 To gain understanding and respect for the culture and customs of other peoples.

1 2 3 4 To read without recourse to English translation short stories, articles and other materials in the foreign language.

1 2 3 4 To understand and appreciate other people's ways of life. (To relate to people in the community who are members of another ethnic group).

1 2 3 4 To write with reasonable clarity and correctness compositions, letters and reports without recourse to English translation.

1 2 3 4 To explore career areas where the knowledge of a foreign language is a requirement or an asset.

1 2 3 4 To gain skills and knowledge pertinent to travel experiences in foreign countries.

1 2 3 4 To enhance self concepts by acquiring skill in communication in a foreign language.

1 2 3 4 To demonstrate interest in the phenomenon of language itself.

1 2 3 4 To reinforce content of other areas, such as social studies, mathematics, metrics, English/language arts, art, music

Please state your present position:

_____elementary principal

_____middle school principal

_____secondary principal

_____district office

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PERSUASION

Although we should never be at a loss for strong talking points, facts alone will not persuade customers. We must first create in them the recognition of a need, then indicate how our product may offer a solution to the identified problem. To be effective, the message must fit a goal of the individual or group; it must motivate; it must reach the emotions as well as the sense of logic.

Persuasion is simply the art of making the connection between the benefits of the product and the concerns of the target public.

Feature/ Benefit of Program	Concerns or Needs of Target Audience			
	Concern #1	Concern #2	Concern #3	Concern #4
Benefit #1	X			
Benefit #2		X	X	
Benefit #3			X	
Benefit #4	X			X

Making the Connection

ACTIVITY SHEET

1. Using the model below, chart the needs-benefits connection for <u>one</u> target public. The needs or concerns of the target public will be listed horizontally; the features or benefits of the foreign language program will be listed vertically. Place an "X" in each box where you feel a connection could be made.

2. List your school objectives and explain how foreign language study can help meet each objective.

Feature/ Benefit of Program	Concerns or Needs of Target Audience			
	Concern #1	Concern #2	Concern #3	Concern #4
Benefit #1				
Benefit #2				
Benefit #3				
Benefit #4				

MAKING THE CONNECTION

Faculty

The surest and most effective means of winning support internally for the foreign language case is through demonstrating respect for the ideas of non-foreign language colleagues. Foreign language teachers may discover that there is already quite a bit of support for their subject within the school faculty. Instead of operating alone, we need to solicit the cooperation of teachers in other subject areas in the planning of activities or courses more interdisciplinary in nature. Such cooperation and teacher exchange may be as extensive as imagination and energies will permit.

A great deal of student enthusiasm may be generated by the insertion of interdisciplinary mini-units which call for teacher and class exchanges and interaction in, for example, art, music, debating, social studies, and language arts.

ACTIVITIES

1. List the ways in which you have attempted to make your FL program more interdisciplinary. To what extent have you involved other faculty members in the planning of such activities? List some things you could be doing.

Fifty Ways to Infiltrate the System: How to Make Foreign Languages Part of the Total School Program

Mary B. Flynn, *Arlington, Virginia, Public Schools*

Here are fifty ways I have tried to make foreign languages a part of the entire school curriculum. Some of the activities have to be directed by the foreign language teacher; others are alternative assignments prepared by the foreign language teacher but presented by other subject teachers; still others are independent projects. There are motivational activities, ideas for sharing culture, and techniques for direct language teaching. No effort has been made to categorize these suggestions. Each one can easily be expanded or changed to suit individual needs.

(1) Create a simulated archeological Dig'. Two teams of students create a culture, prepare artifacts, set up an archeological site, then excavate each others areas in a 'Dig'. This activity can, for example, be part of a French unit on Lascaux and can be a joint effort of the Foreign Language, Science and Social Studies departments.

(2) Share all foreign language films on a regular basis with the appropriate department. Provide bilingual worksheets.

(3) Set up a calendar system in your school for posting films. Take advantage of this ready-made lesson and make a contribution. For example, if the Mathematics Department is showing a filmstrip on the Metric System and you are a French teacher, offer to give a ten minute presentation on the French origin of the system. Then teach some group numbers.

(4.) Share appropriate films with other departments even if they are in the Foreign Language. Present summary sheets, some vocabulary, and things to listen for to the visitors.

(5) Obtain a popular movie (*El Cid, Vous et Moi,* etc.) from a commercial film company and invite a language arts or film class.

(6) Videotape mini-culture dialogs or presentations. Offer these to the history classes for use when they are studying that area. A history unit on South America for example can be greatly enhanced by sharing a presentation in the language of the country by fellow students.

(7) Teach folk dances to a Physical Education Class. Teach appropriate foreign terms and the historical implications of the dances.

(8) Present a series of classes to a Physical Education Class on foreign games and sports. Teach as much as possible, in the Foreign Language: terms, names of positions, incidental game vocabulary, etc.

(9) Find someone in the community who will come into the school and teach a basic course on fencing.

(10) Along with the music and physical education departments, direct some ballet students to demonstrate various steps and movements. Give the French terms and background of the ballet. This can be part of a chapter of the French Theatre.

(11) Work with cheer leaders in the school and at the next sports event include some foreign language cheers.

(12) Make up a foreign language team (soccer, hockey, etc.). Challenge another department. Social Studies classes involved in the study of South America or France will welcome a game of soccer and students studying Canada could play hockey. Teach terms, players positions and cheers in the foreign language.

(13) Prepare a fashion show in a foreign language with the Home Economics Department and in connection with a study of "Haute Couture" in a French class. Have Home Economics and Foreign Language students prepare a fashion show to be presented at an assembly or as part of an International Cafe.

(14) With the Art or Industrial Arts Department create multi-lingual signs to identify areas of the school.

(15) Cook in many languages. Plan short or long-term activities with the Home Economics Department: Prepare native dishes, have an international meal, do metric cooking, set up a Patisserie, Creperie, Taco Shop, etc.

(16) Make posters for the Home Economics area identifying foods and utensils in different languages.

(17) Share maps and charts written in the foreign language with other departments to post in their areas.

(18) Hold a map study workshop with the Social Studies department. Make a comparison of, for example, the position of the United States on a French produced map and one printed in the United States. Compare terms, names of countries, etc.

(19) Set up a field trip. Invite a class from another discipline. Art galleries, embassies, lectures, movies, restaurants can always involve some other areas. Work with the teachers to include bilingual aspects of the trip.

(20) Arrange for a history student and a foreign language student to spend a weekend at the home of a foreign person in the area — perhaps to help with babysitting or housekeeping. Have them to make a dual presentation to the history and Foreign Language classes on their language and cultural experiences.

(21) Share reports. Encourage the teachers in the other areas to let you and your Foreign Language students share any oral or written reports which in any way apply to your foreign country.

(22) Encourage teachers in other areas to suggest that students do research in a Foreign Language where possible or that they prepare a report in the Foreign Language. Offer to help evaluate these presentations.

(23) Along with your students teach a mini-unit in a foreign language. Let Social Studies teachers know that when they are teaching about a particular area, you and some of your students are available to come in and teach some of the language of the area.

(24) Publish a booklet from the Foreign Language Department listing 'services available' to the rest of the school. Include your students in the preparation of the list and add their talents as well as yours.

(25) Have your Foreign Language students prepare bulletin boards and display cases for other areas. Examples: A chart of French mathematics for the math room, a list of word origins for the Language Arts area, a display of foreign art pieces for the art section, etc.

(26) Hold current event sessions. Compare news articles about the same subject in an American magazine or newspaper and in a Foreign Language paper. Pair Foreign Language students with non-Foreign Language students for this activity.

(27) Set up a Career Center in the library with the help of the librarian. Include information on the use of Foreign Language in careers.

(28) Invite appropriate classes to attend lectures or workshops by foreign visitors.

(29) Sponsor a LOGO contest. Make a presentation to an Art, Foreign Language, and English class on signs and symbols of language. Afterwards have students create their own logos.

(30) Make a temporary or permanent mural of some aspect of history or culture with the Art Department. Examples: Cave drawings from Lascaux, Streets of Paris, etc.

(31) Make flags, shields, road signs, monuments, etc. with the Art, Industrial Arts, and Home Economics Departments. Give the history and background of these to all the students involved.

(32) Make puppets (perhaps Guigno!) with the Art students and prepare a

Foreign Language play with members of the Drama classes.

(33) Study foreign built automobiles and hold a model car contest with the Art and Auto Mechanics classes. Make labels and instructions in the Foreign Language.

(34) Teach cross-cultural gestures to groups of students in Language Arts, Drama and History. Teach Foreign Language expressions which go with the gestures.

(35) With the Speech Department prepare the morning announcement. Include information about the weather, time, news and special events in the Foreign Language.

(36) Invite other areas to participate in a "period" of Foreign Language board and card games. Provide rules, expressions to use, and materials in the Foreign Language. Examples: Monopoly, Scrabble, Great City Game, Millie Bornes, etc.

(37) Present a lesson on cognates to an English class. Perhaps have Foreign Language students make the presentation. Extend this to a workshop or mini-course on linguistics.

(38) Do a Foreign Language improvisational drama class with the Drama Department. Give directions and strategies in the Foreign Language. Example: Make human sculptures which depict various emotions.

(39) Take your Foreign Language students to the Biology class when the teacher is covering parts of the human body used in speaking. As your contribution to the class, practice some sounds in the Foreign Language which require a person to use this apparatus in a different way from which he is accustomed. Define such things as voicing, nasalization, stop· fricative, front/back jaw opening, etc.

(40) Provide the historical backgrounds on foreign composers to a music class. Put up posters of these composers labeled in Foreign Languages in the Music room.

(41) Offer your services and those of your students to the chorus teacher when they are learning foreign words to songs.

(42) Ask for live accompaniment for songs and dances. Examples: Students in music studying Jazz could play for a Cancan presentation at a Mardi Gras celebration.

(43) Hold a 'jam' session or a "sing-a-long" in a Foreign Language with the Music Department and perhaps the Drama Department.

(44) Conduct a discussion of cross-cultural understanding through 'Body Language' with the Social Studies, Language Arts, and Drama Departments.

(45) As a humanities project help students in the various arts construct a cultural mosaic based on past and present experiences. Each student creates orally for the class a cultural setting including music, food, dress, folktales, architecture, religion, and language, etc.

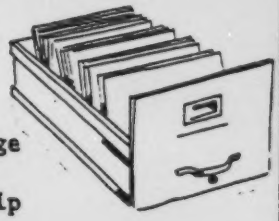
(46) Present a science experiment to a combination Foreign Language and Science class.

(47) To demonstrate Cultural Shock to students about to take a trip to a Foreign country work with the Drama Department to create a culture. Include in the presentation a cultural event which evolves around food, clothes, music, interpersonal relationships, language. Invite other students and get their reactions.

(48) Using mini-culture dialogs or original dialogs create some "street theatre". Present it in the halls or lunch room.

(49) Set up Foreign Tables in the lunchroom. Invite observers as well as participants.

(50) Teach an Exploratory Language Class which supplements other courses.



Guidance

Loew suggests several ways in which the language teacher can build a healthy working relationship with the guidance office:

1. Take time to explain the language program--its goals, problems.
2. Provide interesting and appealing written course descriptions.
3. Send letters co-signed by counselor and foreign language teacher to parents of children encouraging foreign language study and including a rationale for children with different interests/goals.
4. Invite the counselor to your classroom and department meetings.
5. Offer to place all transfer students by personal interview.
6. Write your praise of the counselor carboned to the principal.
7. Keep abreast of good language programs at institutions in the state.
8. Inform guidance of placement policies, exemption credit, objectives of local universities.
9. Provide the latest, most accurate career information.
10. Know your facts as to why FL should be studied.
11. Keep track of graduating students to find ways they have found language useful.

Sample Questionnaire for Staff

Name: _____
Last Name First

Address: _____
Zip Code

Telephone: _____

Major area of study: _____

Minor area(s) of study: _____

Language(s) studied: _____

Language(s) spoken at home: _____

Hobbies, special interest, special talents:

Travel: (indicate country, year, duration of visit, purpose of trip)

Membership in local organizations:

Stephen L. Levy. Using Community Resources in Foreign Language Teaching. EDRS: ED 102 878

Administrators

Crucial to winning administrative support is the ability to uncover areas of mutual concern which will enable the FL teacher to make the powerful benefits-needs connection. In South Carolina, in a series of statewide listening sessions conducted by the state superintendent, the improvement of school-community relations was ranked as the primary concern nine out of ten times by superintendents, board members, principals, teachers, and parents. A principal concerned with school-community relations may be interested in and supportive of a foreign language program carrying such components as adult foreign language instruction, community festivals and teacher/student services to the community. Vital connections can be made in other areas as well:

Basic Skills	Research in the area of second languages and cognitive development
Career Education/Job Opportunities	Evidence of the present need for foreign language as an ancillary skill

Awareness of the evidence in support of our claims must be followed by communicating it in an effective manner. The National School Public Relations Association polled school administrators and state boards in 1970 to determine the most difficult communication problem facing the districts. Most frequently cited was that of communicating with the teachers. What may appear to be a lack of support for FL may be no more than a lack of knowledge about our programs. Yet, while inviting the principal to visit classes, to attend or participate at conferences, or to read news clippings and journal articles are all excellent ways of furnishing information, it is the rare principal who will have the time or inclination to oblige us.

Administrators' Guides can help acquaint principals with the basic information regarding good foreign language education--its needs, strengths, instructional methods--but they are not terribly effective if they are never read. Dissemination does not equal communication.

Hatfield offers several useful hints for improved communication with principals:

1. Clarify priorities. Don't waste the principal's time with vague proposals.

2. Know the principal's operational style. Is the principal a reader, who will want writtendocumentation, a listener who will want to discuss, or a looker who will react best to charts, diagrams or graphs?

3. How does the principal make decisions? If the principal wants more time, don't push for an immediate decision. Skill in negotiating includes knowing when to stop.

4. Use the principal's point of view. How does FL fit within the school program? Where does it match the school philosophy and objectives? What are the principal's concerns and problems and how can your program help solve them?

5. Give the principal your crystal ball. Don't be guilty of the "it's obvious to me, why can't you see it?" syndrome.

6. Don't hide problems. We are often reluctant to expose problems for fear of placing our programs in a bad light. Evasion postpones solution.

7. Use the principal's timepiece. If limited time is available, state your case briefly.

8. Do your homework. Make sure you have a firm foundation of facts for the points you wish to make.

9. Present solutions, not problems. Don't leave the principal to form his own conclusions. More opinion change is brought about if conclusions are explicitly stated. People do not buy ideas divorced from action. What will your proposal involve as far as personnel, time, cost, etc.?

10. What is your image? Principals will be more apt to support change if they know the activities will be carried out successfully.

11. Speak the principal's language. Jargon, when used in appropriate circles, speeds up communication; when aimed at laymen, it causes confusion and resentment.

12. Be a part of the total school program. Address concerns of the educational program in general.

Promise them anything...
but give them grammar

Students

The potential language student is a most important public. All promotional efforts outside the classroom will be ineffectual if the program is not relevant to student needs, rewarding through a sense of accomplishment, challenging of talents and abilities, and realistic in terms of manageable content.

Are our FL claims honest? Do we sell students on the idea of communication and cultural awareness yet offer crash courses in verb forms? Are our programs relevant to student needs and interests?

What are the needs and interests of your students?

Sample Questionnaire for Students

Name: _____ Class: _____
Last Name First

Address: _____
Zip Code

Telephone: _____

Year of graduation: _____

Language(s) studied: _____

Language(s) spoken at home: _____

Hobbies and special interests:

Travel: (indicate country, year, duration of visit, purpose of trip)

Membership in local organizations: (Boy Scouts, Girl Scouts, etc.)

Stephen L. Levy. Using Community Resources in Foreign Language Teaching. EDRS: ED 102 878

Should we push for a commitment? Whereas students should be encouraged to continue language study beyond the first year, many FL educators feel it is inadvisable to pressure for a commitment by informing students that effective communication demands extensive language study. Teitelbaum for one, feels that the concept of "sequence for proficiency" is inappropriate and out of step with a generation seeking instant gratification:

> We have not fashioned a society of long range plans. Our sales pitch is geared to instant wealth, instant smile, instant coffee, instant success, instant life. Never tell your reluctant consumer how long he has to use your brand name in order to gain its benefits. Don't push for a two-year commitment.

Various incentives can be offered students for continued language study. Travel abroad programs, awards, personal letters of commendation and encouragement written in the target language, promises of exciting things to come, can all be attractive and persuasive elements of the program.

But the student who has been burned out from a barrage of lengthy, monotonous grammar drills and lectures will not likely continue under any circumstances.

Parents

All too frequently, communication between teachers and parents is limited to those instances in which something has "gone wrong". Parents, therefore, tend to be more aware of weaknesses than of strengths within the school system. As with other publics, many negative or indifferent attitudes are grounded in misunderstanding or lack of information.

Winning parental support demands that we learn to look at things from the parents' point of view--try to think, feel, and react as they will. The wise foreign language teacher will attend PTA meetings and become active in parent organizations, listen to the concerns expressed, and plan how the features of the foreign language program can be communicated in response to these concerns.

School and classroom visitations, letters, and adult language mini-courses can be extremely effective devices for educating parents as to FL concerns, goals and teaching methods.
Parents care about their children and want to hear that they are doing well. Yet, all too often our only correspondence with them regarding their children takes the form of performance criticism.

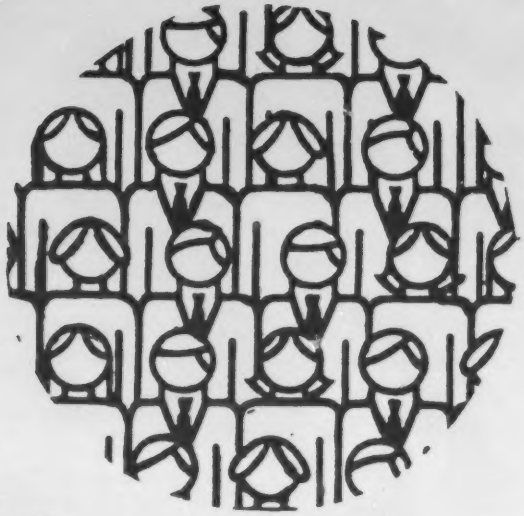
Parents have the right to know what their children are studying and why, and they expect their needs to be considered in formulating programs. The unsupportive parent is usually the uninformed one, and the teacher who fails to maintain open channels of frequent, frank communication is ignoring one of the most important and influential of publics.

¡BUEN TRABAJO!...
y eso es
la verdad
hizo el trabajo de una ballena en
y se merece un premio. ¡Felicitaciones!
CHARTER OAK NEIGHBORHOOD SCHOOL

Illustrated "Happy grams" written in the target language and bearing the student's name and recent accomplishment may be sent to parents of children who have worked or tried especially hard. These examples are for parents of elementary school children.

From: John Darcey and Christine Brown. "Caught in a Web?" Paper presented at ACTFL Preconference Workshop on Public Relations, Atlanta, November, 1979.

Community



The most effective appeals are those directed not to the public in general, but to special interest groups within the community. Americans are basically joiners with a penchant for organizing into groups. The majority of these groups are united under common goals or issues. Gaining support for foreign language programs will require moving in many circles outside of the profession so as to become aware of the myriad possibilities for offering services and making the needs-benefits connection.

Examples:

Every Rotary Club, Lions Club, etc. has a commitment to international service, generally directed to foreign countries. . .

Every Women's Club of America has an international chairperson whose help may be solicited in planning cooperative projects within the school, or programs to be presented at meetings. . .

Local libraries hold meetings of community interest. Teachers and students may present programs for them, encourage them to have records, tapes or slides representing other cultures available for community use, and encourage students and families to use these resources. . .

Volunteer public service work may be done for such agencies as the Salvation Army, UNICEF and Goodwill in the name of the foreign language club. . .

Lists of native resource persons may be made available to hospitals, courts, and public health facilities . . .

Language and culture mini-courses may be offered to such groups as journalists, police, fire department personnel. . .

ACTIVITY SHEET

1. Prepare an enticing (but accurate) course description for each course offered in your FL program for your guidance counselor.

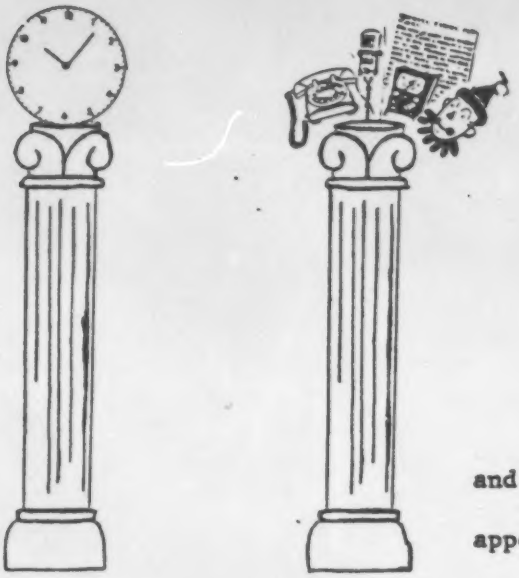
2. List one educational concern of each of the following: faculty, guidance, principal, students, parents, one community group. For each concern listed, provide a feature of the FL program in response.

3. List possible course options which would appeal to different students in your school.

4. Provide a very brief summary of the weaknesses of your present textbook. List measures you have taken to circumvent or minimize these weaknesses.

5. List ways in which you have involved your students in past promotional activities.

6. Write a letter to parents encouraging their son/daughter to study a foreign language.



PERVASIVENESS

What we say to our audiences is important. How and when we say it are equally important. A basic element of public relations is that of pervasiveness--variety and timing of events. When an issue appears to be all around a person there is the tendency to accept its importance and take it for granted as if it were the "thing to do."

To be effective, public relations must be as versatile and all-encompassing of channels as available talents and resources will permit. Several factors should, however, be considered when selecting the proper channel for a message: 1) appropriateness of medium for target public, 2) cost of preparation, 3) facility of preparation, and 4) effectiveness.

The following list summarizes some of the most commonly-used communicative vehicles. It is by no means exhaustive. In discovering inexpensive, effective delivery systems one is limited only by imagination.

Fairs, Festivals

This is one of the most popular and potentially effective tools for gaining program visibility, ethnic awareness and community involvement. It can provide an outlet for display of student talents and achievement through competitions and awards as well as create an important interdisciplinary link through visual and performing arts, athletic events, and historical and cultural activities. Events may be held locally, regionally, or statewide and sponsored by universities, schools, language organizations or state departments of education. Popular activities include: parades, proclamations, public forums and town meetings, career exploration, international cookery, displays and exhibits, fund-raising booths, demonstrations, mini-courses, and student competitions in the areas of visual arts and crafts, music, song, dance, fashion, essays, poetry recitation, dramatics, word games, extemporaneous speaking, cultural and historical knowledge, metrics, puppetry, filmmaking, sports and games.

Community involvement and assistance in planning and conducting activities and judging competitions is encouraged. The press (print and broadcast) should be notified prior to the event and invited to attend or participate. Local banks and marchants may be contacted and requested to display appropriate foreign language greetings in windows or on marquees.

The ACTFL Foreign Language Week Packet, ACTFL Materials Center has some excellent suggestions.

News Media

Print

A handy guide for the preparation of news items is The Publicity Handbook, available from The Consumer Service Department/Sperry Hutchinson Co./330 Madison Ave./NY 10017 (25¢)

THE NEWS RELEASE

The basic tool for telling your story through the media is the news release. This may be defined as a complete, clear, concise account of an event or program prepared for use by print and broadcast media. A release should be written in plain, direct language and must always be accurate. The story must be timely and must contain solid news (human interest) values.

Always type your release. Use bond paper. Double space the story and use only one side of the paper. Copies should be mimeographed or produced on a copy machine. Never send anyone a carbon copy.

Type your name, school address, and telephone number at the upper left corner of the first page. This will make it easy for the editor to check with you if he needs further information. Also type the date in this area.

Use an appropriate heading above the story: For Immediate Release, For Release At Will, For Release Upon Receipt, Written for the Daily Times, For Release July 27, etc. This will serve to identify immediately the nature of the communication.

Leave an inch blank above the story and use margins of about an inch at each side of the paper. This space may be needed for editing. Type more at the bottom of each page except the last. Type 30 or # at the end of the story. Number each page after the first.

Use full names, titles, and identifications of persons, institutions, organizations, and departments on first reference: Frank F. Jones, Principal; John Smith, Senior, son of Mr. and Mrs. Richard Smith. Never write "our school".

Avoid expressing personal opinions. If editorializing is needed in your story, obtain a quotation from the appropriate official: department head, principal, etc.

Be sure that your story gives this information: Who, What, When, Where, Why, and How. These are the famous 5 W's and H, the time honored formula for news writing. Don't slight the last two, the why--reasons behind a program or policy and the how, the methods and techniques involved may be two of the most important elements of a story.

If you deliver your story in person, do so before 9:00 am or after 1:00 pm.

LETTERS TO THE EDITOR

This is perhaps the most overlooked channel for message delivery; yet, readership surveys indicate that it is one of the best-read sections of a newspaper. Whereas the news release is limited to the reporting of events and "newsworthy" items, the editor's column has the advantage of allowing for expression of opinion and appeals to the reader's emotion and sense of logic. Limit letters to 250 words or less. Correct all grammar, spelling, punctuation. Poorly-written letters will reach the trash can, not the reader.

FILLERS

These are brief items of one or two paragraphs used by newspapers to fill out columns when longer stories leave gaps. Local items are usually welcomed. Human interest fillers are especially well-read.

PRESS CLIPPINGS

Don't just paste them in a scrapbook and put them on the shelf. Send them, display them, or better yet, use them to promote further publicity. Instead of filing that article on the President's Commission, seek the opinions of influential citizens from various sectors of the community regarding the article's contents. Conduct interviews, record comments, and develop them into a feature story.

Foreign language is job insurance for future

By SYLVIA PORTER

Trending, here and elsewhere, would-be ... were considered rare and ... are careers, but all these fields are ... recommended today — interpreting the ... being ... a ... job train for a job, ... both books great to ... 1972 have cost you be ... a ... still ... ... to celebrate 30, or ... 10, years from ...

The answer: You ... to certain. But ... whether you are a ... your college ma... a parent trying ... guide your children, or one of the ...

Sylvia Porter

growing numbers of adults seeking a second career, there is one more you can market as a form of "insurance" for just about any career.

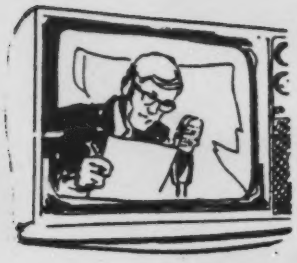
Learn a Foreign Language.

With a language skill added to your other skills, you might double your chances of getting the job you want. There are many openings for an auto mechanic who also speaks Arabic, an electronic radio expert who knows Japanese, a chef versed in Russian cuisine who understands French. It even could be a foreign language would be more useful to you during the next 10 years than a college diploma. For whatever the shape of tomorrow's world, you can be sure it will be increasingly interdependent. Consider how internationalized it already is.

- Between 1960 and 1970, the number of Americans employed abroad jumped 60 percent and one in five persons in every manufacturing job is in foreign trade.
- Many of our 500 largest U.S. corporations earn more than half of their profits overseas.
- More and more Americans are finding jobs in the U.S. as "local nationals" for foreign-owned companies.
- Foreign companies invest more than $30 billion directly in businesses here and send them "local nationals." Among the investments: a $300 million Volkswagen plant in Pennsylvania; a Honda operation in Ohio, hundreds of large and small businesses operated by French and Italians in New York.
- Forty-three percent of the chief executive officers who have promoted their positions in America's 100 largest corporations since 1972 have had overseas experience — and there are increasing numbers of jobs for executives "based in ... country, in the world in the United States. We're doing ... more.

Some kinds ... thinking of this? (1) The ever-... Americans, ... Japanese, ... and Frenc... are ... for ... ...

Broadcast



TELEVISION

Know your stations and their programs. Watch local shows first so you will know what you are talking about when you call. Deal with program and news directors and be sure to call first and make an appointment. Never mail PSAs to a TV station asking by letter that they be aired. Approach them personally. Know exactly what message you wish to deliver. Don't tell the program director, for example, that you would like to talk about foreign language education. Be specific. There are several channels within the broadcast media for delivering messages: specials, segments, personality spots, news items, editorials. Before seeking air coverage, ask yourself: What is my message? Who should receive it (keep in mind the different viewing audiences at various times of the day)? Which of the various types of programs will get my message across? If you are interested in pursuing this channel, you may wish to obtain a copy of the booklet, If You Want Air Time, available from Director of Public Affairs/WOKR TV/ 4225 W. Henrietta Rd./Rochester, NY 14623.

RADIO

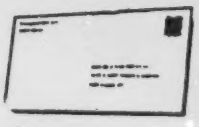
Television and radio stations must devote a certain amount of free air time to Public Service Announcements (PSAs) for worthwhile non-profit organizations; however, there are many groups competing for this limited program space. Make sure you "spot" is interesting. PSAs that offer service or solicit support have greater appeal to broadcasters.

Radio reaches only the ear and the listener must be able to sketch the message in his mind. Use simple, descriptive words which form pictures and give dimension and color. The largest radio audience is between 6:00-10:00 am and 4:00-6:00 pm so the message should be stimulating and thought-provoking enough to occupy the mind of the weary individual sitting in rush hour traffic. A sixty second spot announcement is equal to 150 words; 20 seconds, 50 words; 10 seconds, 25 words. If you are recording your PSA, timing must be exact. The trend is toward 20- and 10-second spots. Use reel-to-reel tape. If you are submitting written material, send several copies and make sure they are all legible.

Surveys/Questionnaires

Let your information work for you. Use surveys and reports to answer critics or call attention to a problem.

Letters either to parents, community groups, or businesses should reflect your knowledge of their specific concerns. Make sure the opening paragraph creates a good impression. Demonstrate to them that you have done some research and are aware of their needs. Avoid "Dear Sir/Madam," "Dear Parent," or "your son/daughter." Use names--personalization is the key to effective letter-writing. Non-parent letters sent home instead of to the place of business will generally have wider readership and offer a good climate for persuasion. However, one trouble with letters is that everybody writes them. Consider that many recipients may feel their privacy imposed upon.



Telephone

Eykyn and Dowds suggest the following: when registration forms come in for eighth grade students, ask permission to see them. Go over them and check for students who could have taken foreign language but did not. Write down their phone numbers and call them. Although they cannot change their schedules, they might be willing to fill their study halls.

Telephoning in many cases, however, is a risky business. Letters can be thrown away if people do not wish to be bothered, but phone calls may interrupt dinner or catch people at busy times, serving to create resentment and foster a negative impression.

Posters, Bulletin Boards located outside the foreign language classroom may be great attention-getters. Enlist the cooperation of the art department or select talented students to produce a display which is neat and uncluttered. Focus the message on one theme. Keep it simple and thought-provoking. Ask the viewer to do something. The title is the focal point and should be short and "catchy;" a construction paper Christmas tree with the words "Feliz Navidad" will do little to capture anyone's attention.

Signs and labels marking locations within the school in the target language may arouse students' curiosity and help create the impression that learning another language is the "thing to do." Posters need not be confined to the school grounds, however. Area businesspeople might be willing to display them in their store windows.

Buttons, Bumper Stickers bearing catchy slogans or phrases in the foreign language can be handmade or purchased commercially and sold through language clubs or during festivals.

Metered Messages

Slogans or brief messages may be communicated through metered mail in the space ordinarily taken by the post office cancelling machines. Request of companies and agencies using postage meter machines to use a "cut" carrying the foreign language message. A cut may be purchased from the postage meter manufacturer for $20. Contact your local postage meter company for steps to be followed (Pitney Bowes, Inc./69 Walnut St./ Stamford, Conn. 06904).

Brochures

Your foreign language department should have a brochure explaining its program and purpose, outlining benefits and listing special activities. When designing a brochure, bear in mind the readership; to whom will it be directed: parents, administrators, students? Keep the layout simple and functional. Do not use graphics which will impede rather than enhance the flow of the message. Long blocks of text, small print and single spacing will repel the reader. Break up long copy with subheads, boxed information, bullets to emphasize points, boldface type, indentation and illustrations. Use these devices wisely as too many will create a cluttered impression and make the reader dizzy. Strasheim has made available a useful publication entitled, "Making Your Own Foreign Language Brochure," available from the ACTFL Materials Center.

Displays, Demonstrations Arrange to teach a sample class in a large store window or in a central area of a shopping mall. This will bring your program to many people who would not otherwise have the opportunity to see a foreign language class in action. Encourage media coverage.

Classes

Join forces and offer short specialized courses with a cultural orientation for target publics within the community, such as police officers, businessmen, journalists. Courses in preparation for travel can be made available to community members anticipating trips to other countries.

Outdoor Advertising must be succinct to tell the story at a glance. Space may be available by discussing the merits of your program with a local member of the Outdoor Advertisers Association of America, Inc./24 W. Erie St./Chicago, IL, 60610. Contact headquarters for the name of a person in your area. DO NOT post your own advertising outdoors in any location without first obtaining clearance.

Presentations/Assemblies presented to students, PTA, civic groups, school boards, etc., may take any conceivable format and include audio visual materials or live performances. Programs of this nature are usually more successful when students are the chief performers. They should always include an opportunity for the audience to learn and printed take-home material is a plus. If audio visual equipment is to be used, make sure it is functioning properly--always have an alternate plan.

Griffin enlists student support in the production of a slide and sound "portrait" of the foreign language program for presentation to the PTA, board members and other students. In the completed program, each language has a ten-minute segment divided into three parts: in-class activities, out-of-class activities, and student comments. The final "comments" portion of the program is designed to disabuse the audience of the "frills" concept. The educational objectives of the school are projected on the screen and as viewers read them, they listen to students commenting on how these objectives are met through foreign language study.

Seagrave reports of public awareness generated through a state association awards program. Awards are given locally, regionally, and statewide in recognition of outstanding teacher and student performance, quality foreign language programs (presented to the school board), public service (presented to a non-language individual or organization which has made a contribution to language education), culture through the arts (presented to a non-language teacher for whom foreign language and culture are important), and administrative support (awarded to a non-language specialist who has been especially supportive of foreign languages.)

Publications including handbooks, manuals, newsletters, professional journals and school newspapers are effective devices for carrying the foreign language message. Make sure that such publications reach the hands of those outside the foreign language circle. Non-foreign language professional journals, such as the Bulletin of the National Association of Secondary School Principals, are extremely powerful avenues for reaching influential publics. Other possibilities include: church bulletins, company house organs, small neighborhood weeklies and newsletters of clubs and organizations.

Speakers Bureaus

Enlist the support of the speech department to build a student speakers bureau which can carry the foreign language message to numerous community groups. To build a speakers bureau: 1) develop a file of research data on the foreign language subject; 2) prepare written material for distribution; 3) develop a list of speakers and foreign language subjects appropriate for various audiences; 4) list all pertinent data about student speakers for publicity purposes; 5) set up a speakers training program; 6) select some catchy titles; 7) devise a list of organizations to which speakers will be offered, contact them by mail or phone; 8) promptly fill all requests; and 9) follow through for audience reaction.

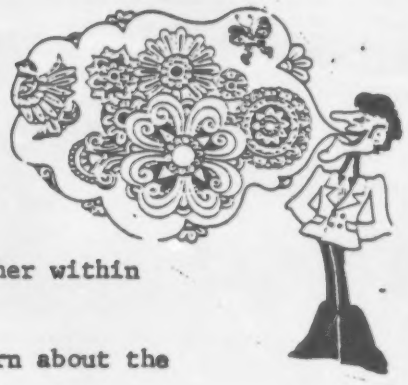
A great deal of support may also be gained by requesting speakers from civic organizations to address foreign language groups. These speakers will conduct research and try to learn all about the group they are addressing. By becoming informed about the foreign language story, they will perhaps serve as powerful advocates in future endeavors.

Community Advocacy Groups can be of great assistance in telling the foreign language story. Such support organizations are composed not only of foreign language educators, but of community leaders who might have an interest in the promotion of some aspect of the language/culture experience--socialites, local celebrities, leaders in the arts and international business. Not only are such advocates able to serve as disinterested and unbiased spokespersons, they can contribute special skills and talents through their expertise in management, public relations, organizational development or government. Such advocacy groups can be positioned as the foreign language leaders in the community, the source of foreign language information; in short, they can become our "friends in power."

Monsees provides a thorough outline for the organization of community advocacy groups in "Building Community Support for Foreign Languages." Available from the ACTFL Materials Center.

Thank You

One of the most essential factors of good public relations is the expression of appreciation for assistance, support, or opportunities rendered by individuals or organizations. Express promptly in writing your gratitude to the news media, club, organization, or business which has helped to further your promotional efforts.



ACTIVITY SHEET

1. Write a news release reporting some FL event, award, either within your school, locally, statewide, or nationally.

2. Write a brief letter to the editor expressing your concern about the national decline in FL enrollments.

3. Prepare a stimulating 10- or 20-second (25-50 words) radio spot on the case for FL study.

4. Design a bulletin board for FL which will teach the public something about the importance of FL study.

5. Create a catchy slogan for FL.

6. Write a letter to your congressman in support of pending pro-FL legislation (you will receive a handout for this activity which will include the text of a bill recently introduced in the House.)

7. Write a short thank you letter to someone in your school or community who has in some way helped in the promotion of FL education.

8. Using your community profile to help you, provide the following information:

    1. Any business leaders whose companies have international interests in your community.

    2. Any leaders involved in the arts

    3. Any leaders affiliated with strong ethnic groups.

    4. Any influentials who travel abroad.

    5. Any local celebrities who might have experience with or interest in other languages.

Choose one of the following (either real or hypothetical person) as a prospect for your FL advocacy group. Pretend you have made an appointment with him/her for the purpose of recruiting him/her as a FL advocate. State below the reasons why you are seeking this person's help.

TIMING

Whereas a single event may be memorable or a single article persuasive, it takes a series of diverse goal-directed efforts to win the public's attention. Frequency and continuity are two essential elements for a successful public relations campaign. The more our message is repeated, the better it will be retained. Experts in the public relations field recommend "pulsing" promotional efforts--providing continuous advertising plus periodic "bursts" to recognize such things as seasonality.

We must pay close attention to the timing of our events. Though they should be continuous throughout the year, careful scheduling of promotional bursts, for example, prior to fall course registration, or following parents' receipt of test scores is important. A change in attitude is more likely to occur if the suggestion is posited within the appropriate context and reinforced by other events. Carefully-timed strategies can use the environment to lend credence to or support for the foreign language cause. Maintaining a calendar of school/community events and charting foreign language efforts to correspond to them will assure that our efforts are reaching the publics at properly-timed intervals.

The chart on the following page presents a sample short-term plan illustrating how this can be accomplished. The far right column states the needs and concerns of selected target audiences; the left column shows where our program features can link up to these concerns. The monthly divisions indicate continuous and pulsed activities and delineate specific responsibilities of the students and five hypothetical FL faculty members.

School Year 1980-1981

Benefits/ Features of FL Program	(Orientation) ** S	O	N	D	J	(Pre-registration) ** F	M	Test Scores Out ** A	h	Concerns of Publics: Principal	Concerns of Publics: Parents	Students
Research on second lang. learning & cognitive development	5: Prepare Brochure 3: Speak to Lions Club 2: Prepare PSA (radio)	6: Student presentation to Rotary 1: Display in public library	4: Arrange for TV "spot" 6: Students to elementary schools	1,6: Presentation to church group	3,5: Presentation to women's group.	1: Plan parent tea 2: Assembly middle sch. 4: Letters to parents		1: Speak to PTA 2: Presentation to Sch. Board 3: Brochure to parents 4: Let.-ed.		Basic Skills	Basic Skills	
Program visibility/ Community service/ involvement	6: prepare slogans, signs for display 1: Survey community needs 1,2,3,4,5 Offer Adult Classes	Sent lists of services to community agencies	FL Intensive weekend 1,2,3,4,5,6	6: FL Club service to Goodwill, etc.	1,2,6: Demonstration in shopping mall 1,2,3,4,5 Offer Adult Classes		4: Contact news media for FL Day 1: News release 3,6: Bulletin Boards	FL Day/Wk Festival 1,2: Contact local businesses 3,5: Coordinate media efforts	1,2: Mini course to parents 6: Press clippings for feature story	School/ Community Relations	School/ Community Relations	
Evidence of demand for FL as ancillary skill in careers	3: Speak to guidance--deliver info on careers 4: Prepare press fillers	6: Student article in school newspaper 5: Letter to editor	6: Presentation to Boy Scouts	Business reps speak to classes on FL importance	4: Letter to editor 1,2: Career display-library 5: Flyer on career info	Distribute career info 6: Careers bulletin board	5: Short course to area business-people or public service workers		Assembly-high sch. 5: Contact business for metered messages	Career Education	Career Education	Job Opportunities
	1, 2, 3, 4, 5, 6, In-class career exploration											

Key: 1, 2, 3, 4, 5 -- Teachers
6--Students

Sample Short-term PR Plan

PARTICIPATION

PR is not a one-man show. Our future depends on our ability to communicate with the publics and among ourselves.

Planning for public acceptance and support of foreign language requires a profession united behind common goals. While loyalties to a particular language or level of instruction are admirable, we must remember that we are not in high school Spanish or college French--we are in the foreign language business and we are all in it together.

A successful public relations campaign will utilize the talents, energies and imagination of every foreign language teacher in the school or district.

Public relations is not just a good idea--it is our responsibility.

ACTIVITY SHEET

The 1977-78 report of the MLA Task Force on Institutional Language Policy cites the present "lack of articulation" as a most serious and pressing problem. A tremendous communication gap seems to exist not only between junior high, secondary and post-secondary institutions, but also between languages and levels of instruction within the high school. Do you agree that this is a problem? Explain why.

Devise a statewide or local articulation plan which could help remedy some of the present problems.

CONCLUDING ACTIVITY

On the handout provided develop a short-term PR plan similar to the one on page 88 for your situation. Use your community profile and other data you have collected to devise your strategies.

PR SELF-ASSESSMENT

Do my students see the value of their school foreign language experiences and realize the importance of foreign language in today's society? Have I done enough to make them aware of this?

Do my students communicate these values to parents?

Do I keep other teachers and administrators informed about the foreign language program, and the values of foreign language education for a humanistic society? How else could I reach parents, other teachers, administrators, counselors, and the general public, to let them know these values?

Do I see that all newsworthy foreign language education events in my foreign language program are reported to local newspapers?

Do I encourage other teachers, parents, administrators, and other lay people to speak out for foreign language education?

Do I have a clear idea in my own mind about foreign language education, what it should be, why I am in it; and do I convey my dedication to foreign language education to others?

Do I take personal responsibility for foreign language education and all that it should be?

Do I keep up with what other foreign language educators and other educators in all fields are thinking and writing and saying? Do I keep aware of trends and ideas in society as a whole?

Do I take advantage of opportunities to talk about the values of foreign language education to persons and groups in the community--parents, businessmen, clergy, community leaders, neighbors, the general public?

Do I express appreciation for any support of foreign language education, by administrators, businessmen, parents, students, the news media, government, the public?

Do I fully explain my ideas when I am talking to others?

Do I listen sensitively to others, and relate honestly to their ideas?

Do I reflect what I believe, and the values of my profession, in all that I do, say, and express, and in the way I live?

Do I really live what I believe and teach? Is cross-cultural understanding really vital to me? Do I really feel the knowledge of a foreign language is important for all U.S. citizens? Is it important for me?

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